

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**

**Regular School Board Meeting, 6:00 p.m.**

**May 26, 2015**

***"Discover the Power of Learning"***

**Mission:**

In partnership with home and community, Port Townsend School District provides a learning environment where each student develops the knowledge and skills to become a creative, successful and engaged citizen.

**01. Location/Time**

---

01.01 Gael Stuart Building, Room S-11, 1610 Blaine St., 6:00 p.m.

**02. Call to Order**

---

- 02.01 Roll Call
- 02.02 Pledge of Allegiance

**03. Agenda**

---

03.01 Agenda Approval

**04. Recognition**

---

04.01 Board

**05. Public Comments**

---

**06. Approval of Minutes**

---

- 06.01 Minutes of the April 27, 2015 Regular Business Meeting
- 06.02 Minutes of the May 11, 2015 Work/Study Meeting

**07. Consent Agenda**

---

- 07.01 Consent Agenda Approval
- 07.02 Approval of Personnel Action
  - 07.020 Recommend the employment of certificated administrators for the 2015-16 school year as per attached personnel action list
  - 07.021 Recommend the employment of classified administrators for the 2015-16 school year as per attached personnel action list
  - 07.022 Recommend the employment of full-time and part-time teachers and certificated support personnel for the 2015-16 school year as per attached personnel action list
  - 07.023 Recommend the employment of classified non-represented staff for the 2015-16 school year as per attached personnel list
  - 07.024 Recommend Richard Sweeney for the .8 FTE Physical Education Teacher position, Port Townsend High School, effective the 2015-16 school year
  - 07.025 Recommend Sally Shaw-Dankert as 1.0 FTE Kindergarten Teacher at Grant Street Elementary, effective the 2015-16 school year
  - 07.026 Recommend Katie Pangelinan as 1.0 FTE Kindergarten Teacher at Grant Street Elementary, effective the 2015-16 school year
  - 07.027 Recommend Ellen Thomas as .6 FTE School Counselor Leave Replacement at Grant Street Elementary, effective the 2015-16 school year
  - 07.028 Recommend Debbie Barnes for the 5.5 hr./day Special Education Para Educator temporary position at Blue Heron School, effective May 4, 2015

- 07.029 Accept resignation of Jeanne Chao, .4 FTE OCEAN Program Teacher, effective the end of the 2014-15 school year
- 07.030 Accept resignation of Hank Fly, Technology Assistant, effective April 30, 2015
- 07.031 Accept resignation of Julia Cochrane, Para Educator at Blue Heron School, effective the end of the 2014-15 school year
- 07.032 Accept resignation of Dawn Hansen, Para Educator at Port Townsend High School, effective the end of the 2014-15 school year
- 07.033 Accept resignation of Stephanie Stephens, Secretary at Blue Heron School, effective the end of the 2014-15 school year
- 07.034 Accept resignation of Michael Ryan, Groundskeeper, effective June 30, 2015
- 07.035 Accept resignation of Nettie Hawkins, High School Head Volleyball Coach, effective the end of the 2014-15 school year
- 07.036 Accept resignation of Kelli Parcher, Head Fastpitch Coach, effective the end of the 2014-15 school year
- 07.037 Accept resignation of Amy Tidball, Assistant Fastpitch Coach and Assistant Volleyball Coach, effective the end of the 2014-15 school year

- 07.04 Approval of Financial Reports
  - 07.040 Accounts Payable as of May 26, 2015
  - 07.041 Payroll – April, 2015

## **08. Board Correspondence**

---

- 08.01 Letter from P. Daly regarding re-election
- 08.02 Email from L. Crosby regarding math curriculum

## **09. Reports**

---

- 09.01 ASB Report
- 09.02 Maritime Discovery Schools Update – Sarah Rubenstein
- 09.03 Transportation Plan for 2015-16 – Tracie Twitchell
- 09.04 Superintendent
  - 09.040 Curriculum Review
    - Forensic Science, An Introduction, 3<sup>rd</sup> Edition, Pearson, Inc, 2016(11,12)
    - My World History, Pearson, Inc., 2012(Grades 6,7)
    - American History, Pearson, Inc., 2016(Grade 8)
    - The DBQ Project: U.S. and World DBQ, Teacher Materials,
  - 09.041 Presidential Youth Fitness Program
  - 09.042 Calendar of Events

## **10. Action Items**

---

- 10.01 Approval of High School Drama Field Trip to Oregon, June 8-14, 2015
- 10.02 Approval of Staff/Student Day for 2015-16
- 10.03 Approval of Policy 2418 – Waiver of High School Graduation Credits
- 10.04 Accept resignation of Walker Wilson, Blue Heron Girls' Basketball Coach and High School Assistant Boys' Basketball Coach, effective the end of the 2014-15 school year

## **11. Unfinished Business**

---

## **12. New Business**

---

## **13. Policy Review**

---

## **14. Board Member Announcements/Suggestions for Future Meetings**

---

## **15. Next Meeting**

---

- 15.01 June 8, 2015, Work/Study Meeting, 6:00 p.m., 1610 Blaine Street, Room S-11

## **16 Executive Session – (if necessary)**

---

## **17. Adjournment**

---

Board Chair Holley Carlson called the meeting to order at 6:00 p.m.

Present: Holley Carlson, Keith White, Pam Daly, Nathanael O'Hara, Jennifer James-Wilson. Also attending were Superintendent Engle, staff, and community members.

Nathanael O'Hara led the Pledge of Allegiance.

#### Approval of Agenda

Pam Daly moved to approve the agenda. Keith White seconded and the motion carried 5-0.

#### Public Comments

- Piper Dunlap spoke regarding possible wi-fi radiation in schools.
- Mia Frederickson said she is grateful that Blue Heron administration was able to keep both technology and music offerings in place for the 2015-16 school year.
- Sonia Story also spoke about wireless radiation in schools.

#### Approval of Minutes

The following minutes were brought for approval:

- March 23, 2015, Regular Board Meeting. Pam Daly moved to approve the minutes. Nathanael O'Hara seconded and the motion carried 5-0.
- April 13, 2015, Work/Study Meeting. Nathanael O'Hara moved to approve the minutes. Keith White seconded and the motion carried 5-0.

#### Consent Agenda

It was determined that Accounts Payable had not been reviewed. Jennifer James-Wilson moved to approve the consent agenda, removing Accounts Payable, which will be reviewed at a later date. Mr. O'Hara seconded and the motion carried 5-0. Included on the consent agenda were the following items: 1) Payroll for March, 2015; 2) Recommend the following actions:

Hire:	Recommend Amy Khile as Director of Finance and Business Operations, effective May 18, 2015 Recommend Ann McMahon as 1.0 FTE Speech/Language Pathologist leave replacement at Grant Street Elementary, effective April 6, 2015 Recommend Amy Wilson for the 1.0 FTE 5 <sup>th</sup> Grade teacher, one year position, Blue Heron School, effective the 2015-16 school year Recommend Rochelle Raines as 3.75 hrs./day Bus Driver, effective April 7, 2015 Recommend Dane Locklear for the position of Registrar/Counseling Office Secretary at Port Townsend High School, effective the 2015-16 school year
Retirement/Resignation:	Accept resignation of Sara Bonneville, Director of Finance and Business Operations, effective May 8, 2015 Accept resignation of Diane Lashinsky, Principal of Blue Heron School, effective the end of the 2014-15 school year Accept resignation of Rita Polk, 4 hrs./day Bus Driver, effective April 7, 2015 Accept resignation of Dan Spegal, Seasonal Grounds/Floater, effective June 1, 2015

Donations:

Accept resignation of Tom Hill, Grant Street Elementary para-educator, as of March 27, 2015

Accept donation from David Miller of a wooden boat, trailer and equipment, valued at \$1,450, to the Maritime Studies class at Port Townsend High School

Accept donation from Marta Stock of fine woodworking books and magazines, power and hand tools, lumber, and equipment, valued at \$3000, to the Maritime Studies class at Port Townsend High School

Board Correspondence

The Board reviewed a letter from Citizens for Local Food endorsing the District changes in Food Service menus.

Reports

ASB Report

No ASB representative was in attendance.

ReCyclery

Kess Kolff from the ReCyclery explained a bike-a-thon is planned for Wednesday, May 6, 2015; donation forms are available on the ReCyclery website. Friday, May 1, 2015 the bike shelter at Blue Heron School will be dedicated. Mr. Kolff thanked the many businesses and community members who donated funds and time to construct the shelter, and showed some pictures from the construction site.

Math Recommendations

Dave Thielk, math teacher at the High School, and Lisa Cartwright, Math Coach, Grades K-5 gave the board members a math task to solve. Discussion followed. Ms. Cartwright explained some of the strategies being used in Grades K-5 to help students be successful in meeting the new Common Core math standards. Mr. Thielk spoke about how high school students are being prepared for the new standards, and explained that these new standards are a balanced combination of procedure and understanding, not merely mastering math facts. He pointed out that teachers will need support while accomplishing the shift in teaching practice these new standards require. The process of accelerating students in math classes was discussed.

Ms. James-Wilson moved that items 9.01-Approval of Visit History Trip, and 09.04 - Curriculum Adoption be moved ahead of the Superintendent and Business Manager reports. Mr. White seconded, and the motion passed by consensus.

Action Items

Approval of Visit History Trip 2017

Tom Gambill and Gina McMather, High School teachers, explained this trip, which is usually taken annually, will skip 2016, and travel to Greece in 2017. Discussion followed.

Ms. James-Wilson moved to approve the Visit History Trip 2017. Mr. White seconded and the motion carried 5-0.

Curriculum Adoption

Ms. James-Wilson moved to approve Curriculum Adoption - World History: Patterns of Interaction, Houghton Mifflin Harcourt Publishing, 2012. Mr. White seconded and the motion carried 5-0.

Reports

Superintendent

Superintendent Engle reported on the following items:

- The publication "The Iceberg Effect", sponsored by the National Superintendent's Roundtable group.

- Online assessment testing has begun, and so far has been proceeding smoothly
- Interviews for Blue Heron principal will be held on May 12, 2015

#### Business Manager

Business Manager Sara Bonneville reported on the following:

- Budget status, enrollment numbers, and financial summary for March, 2015
- Audits and reviews done this school year
- Maritime Discovery Program expenditures and revenues to date
- Budget development for the 2015-16 school year

#### Action Items

##### Approval of Policy 4215 – Use of Tobacco and Nicotine Products and Delivery Devices

Ms. James-Wilson moved to approve Policy 4215 -Use of Tobacco and Nicotine Products and Delivery Devices. Mr. White seconded and the motion carried 5-0.

##### Approval of Policy 5011 – Sexual Harassment

Ms. James-Wilson moved to approve Policy 5011, Sexual Harassment. Mr. O'Hara seconded and the motion carried 5-0.

#### Policy Review

##### Policy 2418 – Waiver of High School Graduation Credits – First Review

High School Principal Carrie Ehrhardt explained that this a new policy recommended to accompany Policy 2410 – High School Graduation Requirements, which will require students in the graduating class of 2019 and beyond to complete 24 credits. This policy would give the superintendent some flexibility to waive up to 2 elective credits for a student that may experience some unusual circumstances in their life, as outlined in the policy. Discussion followed.

#### Board Member Announcements/Suggestions for Future Meetings

It was noted that Teacher Appreciation Week is May 4-8, 2015. Ms. James-Wilson said she attended the Grant Street Art Walk on Friday, April 24, 2015 and felt it was an amazing example of family and community support.

#### Next Meeting

May11, 2015, Work/Study Meeting, 6:00 p.m., 1610 Blaine Street, Room S-11

#### Adjournment

The meeting was adjourned by consensus at 9:38 p.m.

Respectfully submitted,

---

David Engle, Secretary

---

ATTEST: Holley Carlson, Board Chair

Board Chair Holley Carlson called the meeting to order at 6:00 p.m. Present: Holley Carlson, Pam Daly, Nathanael O'Hara, Jennifer James-Wilson, Keith White. Also present were Superintendent Engle, staff, ASB (Associated Student Body) representative Colin Coker, and community members.

Keith White led the Pledge of Allegiance.

#### Agenda Approval

Nathanael O'Hara moved to approve the agenda. Pam Daly seconded and the motion carried 5-0.

#### Recognition

##### Board:

- Holley Carlson requested a moment of silence in remembrance of the local private school youth who died last week. A memorial will be held Thursday, May 21, 2015 from 6:30 – 8:30 p.m. at the Northwest Maritime Center.
- Jennifer James-Wilson recognized the dedication of the bike shelter at Blue Heron on May 1, 2015. She also reported there will be a celebration of the culmination of a project to bring Native American subject materials into the Library Collaborative collection, which is shared by the county, city, and District libraries.
- Mr. White applauded the High School drama production of "Little Shop of Horrors", currently taking place.
- Mr. O'Hara encouraged everyone's participation in the Thought Exchange survey regarding long-range planning in the District.

##### Superintendent

Dr. Engle presented Shining Star awards to Food Service employees Shannon Minnihan, Colleen Mills, Denise Larson, Tom Webster, and Joanne Mackey, and a certificate of appreciation to Dan Spegal, for their work in implementing changes in the food service menus. Also receiving a Shining Star was Dawn Young, for her outstanding work in the Business Office.

##### Public Comments – None

##### Board Correspondence: The Board reviewed the following correspondence:

- Letter from Olympic Educational Services District 114 regarding High School orchestra performance
- Email from S. Story and A. Lawson regarding possible wi-fi radiation exposure.

#### Reports

##### High School ASB Report

Associated Student Body Representative Colin Coker reported on the following:

- Spring sports are finishing up
- Senior Prom will be on May 30, 2015 at the USO building at Fort Worden
- Senior presentations will be on May 19, 2015 at Fort Worden from 9:15 a.m. to 2:15 p.m.
- Seniors Andrew Anthony and Ryan Clarke are co-valedictorians for the graduating class of 2015.

##### Superintendent

Superintendent Engle reported on the following:

- Groundbreaking ceremony for Jefferson Healthcare remodel, May 18, 2015 at 10:00 a.m.
- Final Safety and Security Committee meeting at OESD 114 on June 3, 2015 from 10:00 a.m. – 1:00 p.m. Board members are invited to attend.
- Peninsula College groundbreaking for their new building at Fort Worden on May 12, 2015

#### Action Items

##### Approve OCEAN Field Trip to Vancouver Island, May 26-29, 2015

Daniel Molotsky, OCEAN teacher, explained 5<sup>th</sup>-8<sup>th</sup> grade OCEAN students will be participating in this trip, many with their families attending also. Since the trip is to Canada, it needs board approval. Ms. James-Wilson moved to approve the OCEAN field trip to Vancouver Island, May 26-29, 2015. Mr. White seconded and the motion carried 5-0.

##### Recommend Lisa Condran for Grant Street Elementary Principal, effective the 2015-16 school year

Ms. James-Wilson moved to approve Lisa Condran as Grant Street Elementary Principal, effective the 2015-16 school year. Mr. O'Hara seconded and the motion carried 5-0.

##### Approve Resolution 15-02, Change of Authorized Signers for Accounts

Ms. Carlson read Resolution 15-02. Mr. O'Hara moved to approve Resolution 15-02. Mr. White seconded. It was decided to change the first sentence to read: “. . . will change as of May 18, 2015.” The motion was so amended and carried 5-0.

##### Approve Resolution 15-03, WIAA (Washington Interscholastic Activities Association) Membership

Superintendent Engle read Resolution 15-03. Ms. James-Wilson moved to approve Resolution 15-03. Ms. Daly seconded and the motion carried 5-0.

##### Approve Accounts Payable for May 11, 2015

Ms. Daly moved to approve Accounts Payable as of May 11, 2015. Mr. White seconded and the motion carried 5-0.

##### Approve School Calendar for the 2015-16 School Year

Mr. White moved to approve the school calendar for the 2015-16 school year. Ms. Daly seconded and the motion carried 5-0.

##### Unfinished Business

State-funded full-day Kindergarten for next school year was discussed. The repurposing of the Lincoln Building was also discussed.

##### New Business

Attendance by board members at senior presentations and graduation was discussed. All board members plan to attend graduation on June 5, 2015.

##### Policy Review

##### Policy 2418 – Waiver of High School Graduation Credits – 2<sup>nd</sup> Review

This policy will appear on the May 26, 2015 regular board meeting agenda for approval.

##### Board Member Announcements/Suggestions for Future Meetings

Ms. Daly said she will not be filing for re-election to the Board as she will be moving out of Director District 4. Discussion followed. Mr. O'Hara said he will be filing this week.

Executive Session

The work/study meeting was adjourned at 7:02 to executive session for approximately 10 minutes to discuss the performance of a public employee. The executive session was adjourned at 7:12 p.m.

Adjournment

The work/study meeting was reconvened at 7:12 p.m. and adjourned by consensus at 7:12 p.m.

Next Meeting: Tuesday, May 26, 2015, Regular Board Meeting, 1610 Blaine Street, Room S-11, 6:00 p.m.

Respectfully submitted,

---

David Engle, Secretary

---

ATTEST: Holley Carlson, Board Chair



**Certificated Administrators for 2015-2016 school year:**

Lisa Condran, Grant St Elementary Principal (Grades P-3 and OPEPO)

Carrie Ehrhardt, High School Principal (Grades 9-12)

Patrick Kane, Director of Learning Support Services

Sarah Rubenstein, Maritime Director

Scott Wilson, High School Assistant Principal/Athletic Director (Grades 9-12)

**Classified Administrators for 2015-2016 school year:**

Amy Khile, Director of Finance and Operations  
Laurie McGinnis, Director of Payroll/Human Resources  
Brad Taylor, Director of Support Services

rec'd 4/27/15

Jeanne Chao



Friday, April 24, 2015

Laurie McGinnis, Personnel Director  
Port Townsend School District#50  
1610 Blaine St  
Port Townsend, WA98368

Dear Laurie,

I have decided not to pursue a future contract as a .4 FTE OCEAN Program staff member, and I will finish out this contract year, 2014-2015, as stated in my current contract.

I am sending the OCEAN staff, Liz Quayle and Daniel Molotsky, and my supervising Principal, Mary Sepler, notice today as well.

Thank you for your assistance and support.

Respectfully,


A handwritten signature in blue ink that reads "Jeanne Chao".

Jeanne Chao



1500 Van Ness, Port Townsend, WA 98368  
Phone: 360.379.4520 Fax: 360.379.4505

Carrie Ehrhardt, Principal Scott R. Wilson, Assistant Principal

To: District Office  
From: Carrie Ehrhardt, Principal   
Re: Hiring of Physical Education Teacher at PTHS  
Date: May 8, 2015

The high school would like to recommend Richard Sweeney for the position of .8 physical education teacher at PTHS. Mr. Sweeney has served in the position this year, initially as a substitute from October – November, and then as a leave replacement teacher through the end of this school year.

Mr. Sweeney does not have an endorsement for physical education, but he has a great deal of experience working in physical education and wellness, through coaching and athletics. We will be supporting him in appropriate professional development opportunities to strengthen his skill as a PE teacher.

Mr. Sweeney was the only applicant for the position.

Thank you.



# GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50

1637 Grant Street, Port Townsend, WA 98368

Main Office 360. 379.4535, Fax 360.379.4261 Mary S. Sepler, Principal

May 7, 2015

Dear Dr. Engle,

Please accept this letter as recommendation for Sally Shaw-Dankert as a 1.0 FTE Kindergarten Teacher at Grant Street Elementary for the 2015-16 school year.

Sally recently completed her student teaching at Blue Heron School and has received very strong recommendations from her supervising teacher, Karmen Meier, and the school principal, Dr. Diane Lashinsky. She has 13 years of experience teaching students through coaching and working as a paraeducator. Sally is presently employed in the Chimacum School District as a paraeducator working with students who have behavioral challenges. During the interview, we were impressed by how she continually expressed the importance of building relationships with students, parents and colleagues and feels strongly about building community within our kindergarten program and our school. Sally brought energy, knowledge and a love for learning into the interview process and the team unanimously felt she would be a wonderful addition to our kindergarten team.

Lisa Condran, Jason Lynch, Joy Wentzel and Mary Wilson joined me on the interview committee.

Sincerely,

Mary Sepler  
Principal, Grant Street Elementary and OCEAN



# GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50

1637 Grant Street, Port Townsend, WA 98368

Main Office 360.379.4535, Fax 360.379.4261 Mary S. Sepler, Principal

May 7, 2015

Dear Dr. Engle,

Please accept this letter as recommendation for Katie (Kathryn) Pangelinan as a 1.0 FTE Kindergarten Teacher at Grant Street Elementary for the 2015-16 school year.

Katie has been a familiar face here at Grant Street for several years. After teaching in Saipan, she returned to the United States and completed her student teaching with Allen Fox in third grade, fulfilling requirements for her State of Washington certification. During this time, she demonstrated strong communication skills with students, parents and the teaching teams. Her creativity and enthusiasm was well received by the students and she was eager to review student performance and reflect on teaching and learning.

Since then, Katie has been a very popular and reliable substitute teacher on our campus. She eagerly teaches in all classrooms and programs bringing a calm, positive and confident manner to all instructional settings.

Lisa Condran, Jason Lynch, Joy Wentzel and Mary Wilson joined me on the interview committee. We are all confident that Katie will make a wonderful addition to our kindergarten team.

Sincerely,

Mary Sepler  
Principal, Grant Street Elementary and OCEAN



# GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50

1637 Grant Street, Port Townsend, WA 98368

Main Office 360.379.4535, Fax 360.379.4261 Mary S. Sepler, Principal

May 7, 2015

Dear Dr. Engle,

Please accept this letter as recommendation for Ellen Thomas as the .6 FTE School Counselor Leave Replacement position at Grant Street Elementary for the 2015-16 school year.

Ellen comes highly recommended from administrators in the Chimacum School District where she was seen as a district leader, a creative problem solver, an innovator and excellent listener to students and adults. She left her work in the Chimacum School District to work abroad and has worked in international schools in Malaysia and Japan for the last four years. Her supervisor from Malaysia spoke highly of her ability to resolve conflict and inspire confidence in students and parents.

Jean Scarboro and Joan Gitelman joined me in skyping with Ellen to interview her this week. It was a unanimous decision that Ellen will step into the structures Jean has established within our school seamlessly and that she will work collaboratively with our school teams and families. We are excited to have this excellent replacement to fill the void while Jean takes her family leave.

Sincerely,

Mary Sepler  
Principal, Grant Street Elementary and OCEAN

## 1.0 FTE Teachers

Mary Barnes  
Tim Behrenfeld  
Aleen Berard  
Dawn Braden  
Peter Braden  
Maria Briones  
John Burke  
Lisa Cartwright  
Cherry Chenruk-Geelan  
Kim Clarke  
Judy Cowling  
Susan Doyle  
Daniel Ferland  
Allen Fox  
Tom Gambill  
Cheryl Garnett Harris  
Joan Gitelman  
Brandi Hageman  
Betsy Hart  
Kathryn Hund  
Cara Kasperson

Jennifer Kruse  
Christina Laughbon  
Jason Lynch  
Jennifer Manning  
Mary Manning  
Darlene Marmol  
Karmen Meier  
Jim Miller  
Roger Mills  
Daniel Molotsky  
Christine Neuman  
Jennifer Nielsen  
Molly O'Brien  
Lisa Olsen  
Rene Olson  
George Oswald  
Christopher Pierson  
Lois Polley  
Liz Quayle  
Pat Range  
Deb Rich

Melinda Schroeder  
Sheri Shaw  
Lois Sherwood  
Leslie Shively  
Betsy Snyder-Johnson  
Kaleen Steinke  
Bonnie Stenehjem  
Dorothy Stengel  
Mark Tallarico  
David Thielk  
Amy Tidball  
Karen Waite  
Mark Welch  
Joy Wentzel  
Amy Wilson  
Mary Wilson

## Part-time Teachers

.20 Nancy Zamberlin  
.40 Kirsten Behrenfeld  
.40 Luci Chambers  
.50 Kriszti Bunica  
.50 Melissa Nagy  
.50 Wanda Leclerc  
.60 Teresa Janssen  
.60 Julianne Dow  
.60 Kelley Watson  
.80 Ben Dow  
.80 Gina McMather  
.80 Richard Sweeney  
.90 Brett Navin

## Support Positions

.50 Colleen Sheahan, Psychologist  
1.0 Kirsten Bledsoe, Counselor  
1.0 Darlene Flanagan, SLP  
1.0 Emily Gustafson, School Psychologist  
1.0 Sara Halton-Mitchell, SLP  
1.0 Ann Healy-Raymond, K-12 Library Media Specialist

1.0 Julie Russell, Dean of Students  
1.0 Marcus Sather, Counselor  
1.0 Jennifer Stankus, School Psychologist/Counselor



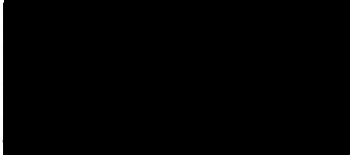
## Laurie McGinnis

---

**From:** Hank Fly-pop3 <hnfly@spg4.com>  
**Sent:** Thursday, April 23, 2015 2:53 PM  
**To:** Laurie McGinnis  
**Cc:** Ann Healy-Raymond; David Engle  
**Subject:** Resignation

As requested, I'm resigning as of 4/30/015 due to personal reasons.

Henry N Fly



May 8, 2015

Dear Port Townsend School District Administration,

As you may know I have been a para-educator for a long time, and have worked in many different roles including lab aide at the High School, "Computer Lady", Student Management at Blue Heron, and as a support for Special Education students in and out of the classroom at Blue Heron. It has been a rewarding experience and I think I contributed to the lives of many children.

There are many wonderful things about our school district. Staff and students honestly care about each other. Kindness, courtesy and empathy are visible in all populations. There are great opportunities to learn and grow. And I have always felt valued as an aide by teachers and often by the students I am helping. I am grateful that I have spent almost 20 years in this environment.

It has also been an increasingly frustrating and sad occupation. Every day I work with kids who are in classes that are so far above their abilities that they become a tangle of coping skills. Every day these kids are in situations that confirm for them that they are less capable than their fellow students. These aren't just the lowest students - its many students on IEPs or who have other socio/economic challenges.

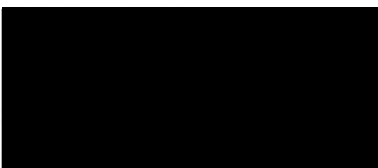
I have seen the schools fluctuate from a pull out model to a total inclusion model which exists now. Life is more complicated than models and one size will always be a disservice to some. Trying to shove students into whichever model with increasing stress put on them and the staff that serves them has recently made me ill by Spring, from gall bladder issues to pneumonia to out of control allergies. This is a big part why I am at this time submitting my resignation.

I am also increasingly distressed by a broken system that is not keeping children safe. We see kids who are abused and neglected every day, and may call CPS and bring it to the attention of councilors and administrators, but the situation just continues. At the Lummi Nation I saw signs in and near the school that told children - you have a right not to be hurt. And I would go further to say children have a right to food, education, medical and dental care, appropriate clothing, and to be clean and safe. I believe every child should hear this message every year complete with what to do if this isn't true including information about the CHINS process. It is so important that we treat the whole child.

For the future, I am dedicating the rest of my life to being a climate activist and am sure I will see many of you around town. I hope you take this letter as a sincere expression of a score long journey. I am sad that many people believe that if I speak my truth I will not be able to use PTSD as a reference. I am acting in good faith and with hope.

Sincerely,

  
Julia Cochrane



Laurie McGinnis, HR Director  
Port Townsend School District  
1610 Blaine Street  
Port Townsend, WA 98368

Dear Ms. McGinnis:

I would like to inform you that I am retiring from my position with Port Townsend School District 50, effective June 12, 2015.

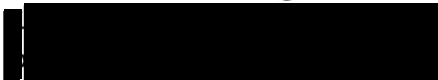
For the past 30 years I have diligently worked for Port Townsend School District and sincerely am thankful for all of the professional and personal development that I have experienced and the chance to work in the all of the District Schools over the years. I have enjoyed working with all of the staff and students and will leave with many fond, wonderful memories!

While I look forward to enjoying my retirement, I will miss working for Port Townsend School District. Thank you again!

Sincerely,

 Dawn F. Hansen 5/15/15

Dawn F. Hansen  
Para-Professional Educator  
Port Townsend High School



May 18, 2015

Port Townsend School District  
1610 Blaine Street  
Port Townsend, WA 98368

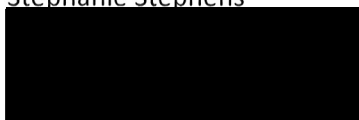
Attn: Laurie McGinnis, Human Resources

Please accept my resignation as secretary at Blue Heron School, effective July 1, 2015.

Sincerely,



Stephanie Stephens



To: Laurie McGinnis

From: Patrick Kane *PKane*

Re: New Hire

Date: 4-27-15

Debbie Barnes is to be hired as a Sped EA at BHMS effective 5-4-15. Her hours will be 5.5 at Blue Heron MS. This position will end at the end of the 2014-15 school year.

**Classified Non-Represented Staff for 2015-2016 school year:**

Mary Colton, Administrative Secretary for the Superintendent

Lysa Falge, Assistant Athletic Director

Vickie Lowrie, Administrative Assistant Business/Human Resource Office

Jeanette Parker, Learning Support Services Coordinator

Dawn Young, Accounting Specialist

From: Nettie Hawkins [<mailto:nettiewitheridge@gmail.com>]

Sent: Monday, April 13, 2015 11:14 AM

To: Scott Wilson

Subject: Letter of resignation

To whom it may concern:

I'm writing this letter of resignation because I Nettie Hawkins will be stepping down as head coach of the Port Townsend High School volleyball team. I'm so thankful for the six years of experience and memories that I've had with such amazing athletes and School staff, but it is time for my family and I to take our adventures elsewhere!

Best wishes,

Nettie Hawkins

**From:** Kelli Parcher [[mailto:parcher\\_kelli@yahoo.com](mailto:parcher_kelli@yahoo.com)]  
**Sent:** Monday, April 27, 2015 11:28 AM  
**To:** Scott Wilson; Lysa Falge  
**Subject:** Coaching 2015

Scott and Lysa,

Due to business responsibilities and new work ventures I wanted to let you know now that I will not be able to coach the girls fastpitch team next year. I am working on trying to find a positive, respected, knowledgeable replacement for the girls. I do not know whether Aym would want that role, I will be talking to her this week.

Respectfully,

Kelli Parcher



**From:** Amy Tidball  
**Sent:** Friday, May 01, 2015 11:26 AM  
**To:** Scott Wilson; Lysa Falge  
**Subject:** Coaching Choice

Good Morning,

I am emailing you both to inform you that after a lot of thinking, talking, and soul searching I have come to the decision to step down from the assistant coach position for both volleyball and softball.

This year has really been an eye-opening experience for me and I am realizing that I need to slow down and take some time for me as a person and also to really get my feet under me as a full-time teacher. I truly love coaching and am very excited about the direction that you two are taking our PT Athletics Program and I will continue to be an advocate for our athletes, coaches and program leaders (you two :).

Due to my year of mystery health issues and challenges, all of the demands that teaching is requiring of me, as well as my enrollment in the National Board program I think this is the best decision for me at this moment. I appreciate all that you have both done for me over the past few years!

Also, with volleyball going through a head coach transition, I would be happy to help out a little during the summer (if the new coach would like some help) and or offer to be a permanent score keeper (book) for varsity home games.

Please understand that this was not an easy decision but I feel that it is a necessary one.

I would be happy to meet with either of you, in person, if you feel that is needed to further discuss this decision and or talk about some options regarding when help might be needed for the upcoming season.

Warm Regards,  
Amy Tidball

I Michael Ryan am  
resigning from P.T.S.D  
for personal health reasons  
as of 6-30-15

Michael Ryan

5-19-15

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$15,992.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 10061 through 10077, totaling \$15,992.85

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
10061	BANK OF AMERICA VISA	04/30/2015	3,372.31
10062	Coker, Liz	04/30/2015	71.30
10063	DAIRY FRESH FARMS INC	04/30/2015	55.10
10064	DOWDELL, LINDA	04/30/2015	200.00
10065	EDENSAW WOODS	04/30/2015	78.48
10066	Falge, Lysa Marie	04/30/2015	98.03
10067	GOOD MAN SANITATION	04/30/2015	270.56
10068	Hill, Richard K	04/30/2015	50.00
10069	N OLYMPIC BASKETBALL OFFICIALS	04/30/2015	967.28
10070	OREGON SHAKESPEARE FESTIVAL	04/30/2015	4,920.00
10071	PENINSULA WRESTLING ASSOC	04/30/2015	301.14
10072	PROSTOCK ATHLETICS	04/30/2015	2,418.66
10073	Russell, Alysa	04/30/2015	27.83
10074	SAFEWAY	04/30/2015	221.26
10075	SWAN SCHOOL	04/30/2015	99.00
10076	THE ASHLAND HOSTEL	04/30/2015	1,860.00
10077	WALSWORTH PUBLISHING CO	04/30/2015	981.90
17	Computer	Check(s) For a Total of	15,992.85

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$5,931.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 10078 through 10091, totaling \$5,931.11

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
10078	Agnew, Angela	05/15/2015	202.89
10079	ASB IMPREST FUND	05/15/2015	820.00
10080	Coker, Liz	05/15/2015	103.81
10081	CUSTOMINK LLC	05/15/2015	537.60
10082	DOVE HOUSE	05/15/2015	1,444.00
10083	GOOD MAN SANITATION	05/15/2015	190.56
10084	HENERY HARDWARE	05/15/2015	642.16
10085	NASCO	05/15/2015	234.08
10086	NATIONAL ACHIEVER SERVICES	05/15/2015	352.62
10087	Nielsen, Jennifer Marie	05/15/2015	786.63
10088	PROSTOCK ATHLETICS	05/15/2015	152.60
10089	SAFEWAY	05/15/2015	298.09
10090	SHELTON SCHOOL DISTRICT	05/15/2015	120.00
10091	SOS PRINTING	05/15/2015	46.07

14 Computer Check(s) For a Total of 5,931.11

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$197,075.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:

Warrant Numbers 58865 through 58927, totaling \$197,075.89

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
58865	A+ EQUIPMENT RENTALS	04/30/2015	423.47
58866	ALDEN ASSOCIATES INC	04/30/2015	3,082.77
58867	APPLE COMPUTER INC	04/30/2015	12,642.91
58868	B & H PHOTO VIDEO	04/30/2015	1,512.00
58869	Baldwin, Ruth Ellen	04/30/2015	57.50
58870	BANK OF AMERICA VISA	04/30/2015	12,217.11
58871	Behrenfeld, Kirsten Mary	04/30/2015	44.28
58872	Briones, Maria R	04/30/2015	43.44
58873	BUDGET TOWING & AUTO REPAIR	04/30/2015	187.16
58874	CANON FINANCIAL SERVICES INC	04/30/2015	207.07
58875	CAROLINA BIOLOGICAL SPLY	04/30/2015	61.07
58876	CHIMACUM SCH DIST#49-CO-OP TRA	04/30/2015	9,226.25
58877	Clanton, Tara	04/30/2015	40.97
58878	EDENSAW WOODS	04/30/2015	624.03
58879	Ehrhardt, Carrie L	04/30/2015	22.77
58880	EMC PUBLISHING LLC	04/30/2015	97.83
58881	EMPLOYER BENEFITS ADMINISTRATI	04/30/2015	766.72
58882	Engle, David S	04/30/2015	109.83
58883	ESD 114	04/30/2015	52,841.58
58884	Falge, Lysa Marie	04/30/2015	40.83
58885	Garnett Harris, Cheryl Lee	04/30/2015	109.66
58886	GRAINGER	04/30/2015	216.23
58887	Hageman, Brandi R	04/30/2015	49.45
58888	Halton, Sara C	04/30/2015	123.05
58889	INFANT/EARLY CHILDHOOD CONF	04/30/2015	265.00
58890	JAMESTOWN NETWORKS	04/30/2015	900.00
58891	JW PEPPER & SON INC	04/30/2015	71.94
58892	Kane, Patrick J	04/30/2015	52.90
58893	KARSCHNEY CONSULTING	04/30/2015	3,900.00
58894	KING COUNTY DIRECTORS	04/30/2015	532.85
58895	KROGER - QFC CUSTOMER CHARGES	04/30/2015	167.73
58896	Kruse, Jennifer Kathleen	04/30/2015	279.95
58897	Lashinsky, Diane D	04/30/2015	160.89

Check Nbr	Vendor Name	Check Date	Check Amount
58898	MAKE MUSIC	04/30/2015	184.00
58899	MILLER, KATE	04/30/2015	929.05
58900	MUSIC & ARTS CENTER	04/30/2015	101.92
58901	NATIONAL ACHIEVER SERVICES	04/30/2015	236.07
58902	NC POWER SYSTEMS	04/30/2015	141.48
58903	NORTHWEST MARITIME CENTER	04/30/2015	1,100.00
58904	OLYMPIC PRINTER RESOURCES INC	04/30/2015	204.92
58905	OLYMPIC PENINSULA CONSULTANTS	04/30/2015	375.00
58906	PITNEY BOWES	04/30/2015	453.00
58907	PITNEY-BOWES	04/30/2015	114.08
58908	PLATT	04/30/2015	259.42
58909	POSTAGE BY PHONE RESERVE ACCOU	04/30/2015	1,025.00
58910	PT MARINE SCIENCE CTR	04/30/2015	1,600.00
58911	PUBLIC UTILITY DISTRICT	04/30/2015	21,176.83
58912	RESOURCE RENEWAL INC	04/30/2015	581.50
58913	REVOLVING FUND	04/30/2015	3,550.67
58914	Rubenstein, Sarah Margaret	04/30/2015	254.35
58915	Rublaitus, Tanya K	04/30/2015	373.90
58916	SCHETKY NORTHWEST SALES INC	04/30/2015	1,079.32
58917	SCHOLASTIC BOOK FAIRS	04/30/2015	2,966.71
58918	Smith, Kristin F	04/30/2015	100.00
58919	SOS PRINTING	04/30/2015	135.16
58920	STATE AUDITOR	04/30/2015	8,363.30
58921	SUPPLYWORKS	04/30/2015	1,529.48
58922	Tidball, Amy K	04/30/2015	237.50
58923	WASH SCHOOLS RISK MGMT POOL	04/30/2015	48,493.00
58924	Wentzel, Joy Gribko	04/30/2015	42.16
58925	WESTBAY AUTO PARTS	04/30/2015	222.53
58926	WSPA	04/30/2015	50.00
58927	ZEE MEDICAL	04/30/2015	116.30
63	Computer	Check(s) For a Total of	197,075.89

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 26, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$108,962.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 58928 through 58995, totaling \$108,962.20

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
58928	ADMIRAL SHIP SUPPLY	05/15/2015	115.43
58929	ADVANCED EXP REVOL FUND	05/15/2015	247.24
58930	ALDEN ASSOCIATES INC	05/15/2015	14.63
58931	ARROW LUMBER & HARDWARE	05/15/2015	509.66
58932	BAY CITY SUPPLY	05/15/2015	105.89
58933	BUTLER, ROBERTA L	05/15/2015	3,210.00
58934	Cartwright, Lisa K	05/15/2015	55.20
58935	CENEX FLEETCARD	05/15/2015	2,535.00
58936	Chao, Jeanne	05/15/2015	91.47
58937	CITY OF PT TOWNSEND	05/15/2015	4,807.57
58938	COOPER FUEL & AUTO REPAIR	05/15/2015	367.48
58939	DAIRY FRESH FARMS INC	05/15/2015	1,499.71
58940	DATABASE SECURE RECORDS DESTRC	05/15/2015	23.24
58941	DIGITAL INSURANCE INC	05/15/2015	500.00
58942	DM DISPOSAL CO INC	05/15/2015	4,717.70
58943	EDENSAW WOODS	05/15/2015	315.01
58944	Engle, David S	05/15/2015	51.75
58945	ESD 114	05/15/2015	30,477.81
58946	FOOD CO-OP	05/15/2015	49.60
58947	FOOD SERVICES OF AMERICA	05/15/2015	9,794.36
58948	Garnett Harris, Cheryl Lee	05/15/2015	130.00
58949	GOLDBERG, ROBERT D	05/15/2015	230.00
58950	GRAINGER	05/15/2015	210.84
58951	GREENTREE COMMUNICATIONS	05/15/2015	94.57
58952	HADLOCK BUILDING SUPPLY	05/15/2015	26.14
58953	Haveron, Steve J	05/15/2015	56.35
58954	HENERY HARDWARE	05/15/2015	874.66
58955	James-Wilson, Jennifer	05/15/2015	41.43
58956	JAMESTOWN NETWORKS	05/15/2015	900.00
58957	Janssen, Teresa R	05/15/2015	291.17
58958	JEFF CO DEPT OF PUBLIC WORKS	05/15/2015	184.51
58959	JEFF COUNTY PUBLIC HEALTH	05/15/2015	17,167.65
58960	JIVE COMMUNICATIONS, INC.	05/15/2015	5,456.14

Check Nbr	Vendor Name	Check Date	Check Amount
58961	JT EDUCATIONAL CONSULTANTS INC	05/15/2015	700.00
58962	JW PEPPER & SON INC	05/15/2015	229.90
58963	KROGER - QFC CUSTOMER CHARGES	05/15/2015	257.81
58964	LANCE, PHILIPPA	05/15/2015	6,000.00
58965	LEADER	05/15/2015	498.00
58966	Manning, Jennifer Dawn	05/15/2015	100.00
58967	MASCO PETROLEUM	05/15/2015	2,886.95
58968	MILLER, KATE	05/15/2015	676.88
58969	Mills, Roger Lees	05/15/2015	100.00
58970	Morris, Linda Elaine	05/15/2015	39.74
58971	MOUNTAIN PROPANE	05/15/2015	102.13
58972	MUSIC & ARTS CENTER	05/15/2015	130.79
58973	NATIONAL SUPTS ROUNDTABLE	05/15/2015	1,100.00
58974	NORTHWEST MARITIME CENTER	05/15/2015	141.06
58975	OLYMPIC PRINTER RESOURCES INC	05/15/2015	1,230.39
58976	OLYMPIC SPRINGS	05/15/2015	34.52
58977	OLYMPIC ART & OFFICE	05/15/2015	125.74
58978	OSPI	05/15/2015	943.22
58979	PACIFIC OFFICE EQUIPMENT	05/15/2015	1,892.22
58980	PART WORKS INC	05/15/2015	437.61
58981	PEARSALL, S NEVILLE	05/15/2015	452.35
58982	PENINSULA PEST CONTROL	05/15/2015	310.65
58983	PROSTOCK ATHLETICS	05/15/2015	613.29
58984	PUGET SOUND DATA SYSTEMS INC	05/15/2015	364.06
58985	REVOLVING FUND	05/15/2015	858.83
58986	Russell, Julie Ann	05/15/2015	87.50
58987	SUPPLYWORKS	05/15/2015	897.90
58988	Taylor, Brad James	05/15/2015	57.32
58989	TIGER DIRECT INC	05/15/2015	416.99
58990	UNITED SCOPE LLC	05/15/2015	1,299.80
58991	WASH STATE FERRIES	05/15/2015	595.20
58992	Wentzel, Joy Gribko	05/15/2015	57.57
58993	WESTBAY AUTO PARTS	05/15/2015	40.59
58994	Wilson, Scott Randall	05/15/2015	109.00
58995	Young, Dawn Leslie	05/15/2015	21.98

68 Computer Check(s) For a Total of 108,962.20



PORT TOWNSEND SCHOOL DISTRICT NO. 50

Payroll for the month of April, 2015

We, the undersigned, do hereby certify that the foregoing payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid,

\_\_\_\_\_  
Clerk of District

Approved gross in the sum of	\$ <u>658,988.42</u>	Employee Gross
	<u>244,736.20</u>	Employer Contribution
	_____	Payroll Adjustment*
	<u>903,724.62</u>	Total Distribution

DIRECTORS:

_____	_____
_____	_____
_____	_____

\*Provision is made for the adjusting of employee and employer benefits as necessary.

## Mary Colton

---

**From:** Pam Daly  
**Sent:** Monday, May 04, 2015 12:47 PM  
**To:** Holley Carlson; Jennifer James-Wilson; Keith White; Nathanael O'Hara; David Engle  
**Cc:** Mary Colton  
**Subject:** My Board Service

Dear Colleagues:

I want to let you know that because I will be moving to a home that is outside the boundaries of District 4 of the Port Townsend School District in the near future, I will not be eligible to file for re-election on the November ballot. I will be completing the remainder of my term, of course, and will participate fully.

This has been a difficult decision. I truly enjoy my board service and highly value the opportunity I have had these past three and a half years to work with such a fine group of colleagues. I believe that our district is moving in a positive direction and will continue to move forward, inspiring our students, staff, and community to accomplish great things.

It is my hope that a number of dedicated citizen leaders who reside in District 4 will embrace the opportunity to serve our community by serving on the board. There is much work yet to be done.

Pam Daly

## School Board

---

**From:** Lisa Crosby <lisa.paulb@olympus.net>  
**Sent:** Wednesday, May 13, 2015 9:55 AM  
**To:** David Thielk  
**Cc:** David Engle; School Board  
**Subject:** math textbooks/curriculum

Dear Dave,

At the April 27, 2015 school board meeting, I listened to your presentation and heard your opinion that the Holt math series may no longer be meeting the needs of our students. Since there was no opportunity for members of the public to ask questions or make comments following your presentation, I have one now.

During your presentation, you made no mention of the excellent video series that accompanies each of the Holt textbooks (Algebra 1, Geometry and Algebra 2). I have been watching these videos myself as a way to relearn math I have forgotten (so that I can assist a few students with their math this year). I truly think that this series is one of the best instructional series I have ever used. Each section of each book has its own short video, very clearly (albeit sometimes comically) presented. Here is a link to one of the Algebra 2 videos

[http://my.hrw.com/math11/math06\\_07/nsmedia/lesson\\_videos/alg2/player.html?contentSrc=7239/7239.xml](http://my.hrw.com/math11/math06_07/nsmedia/lesson_videos/alg2/player.html?contentSrc=7239/7239.xml)

While the current textbooks may have some shortcomings in their order of presentation, they have this advantage of the accompanying complete video series. Are there other series available that will have this feature? I thought this deserved mention since any student currently needing some extra support (unless they don't have internet access) can get much assistance from these short videos. I appreciate that you provide a link of these videos to all your students, and I hope they take advantage of them. I am a fan of the Holt series, and I hope if it is replaced, it is replaced by something truly better (if such a series exists).

Sincerely,  
Lisa Crosby



## **Purpose Statement**

Maritime Discovery Schools is deeply rooted in our shared sense of community, local landscapes and resources, excellence for each student, and our sense of place in our historic working seaport. Our community recognizes and embraces our role as educators and is committed to working with the district, teachers, and each student to help make the connection between school and a career.

This initiative is focused on place-based learning in our maritime community, through meaningful contributions by students to the community, and by the community to our schools. The initiative will be achieved through building strong community partnerships, and district support of teachers, by providing time, training, resources, and tools that will allow them to work collaboratively to create a cohesive district wide learning experience with a consistent tie to the sea and our community. We will prepare students for the future in a rapidly changing world, by engaging every student as an active learner in experiences that have value beyond school.

Through the Maritime Discovery Schools initiative each student will

- engage in rigorous, in depth, and authentic learning,
- cultivate curiosity,
- be independent thinkers, problem solvers, and lifelong learners,
- connect with meaningful ideas,
- work collaboratively,
- make an impact in the community, and
- be prepared for college and career.

Under the umbrella of learning through a sense of place in our maritime community, with broad connections to the community and sea, we are initially focused on excellence in the following themes:

- Craftsmanship and creativity
- Stewardship of place, the environment, and the sea
- Citizenship and careers
- Leadership and self-reliance



## **Program Goals**

The goals for students and teachers have been broken into five categories to align with the purpose statement. The goals under student learning outcomes supported the seven bulleted items about the way students will engage with learning and how teachers can support that through teaching practice. The other four categories are goals that specifically support the focus themes. Some goals may fall under more than one category, but have been placed in only one category to prevent duplication.

### **Students:**

#### **Student learning outcomes**

Increase opportunities for students to publicly share their work.  
Increase opportunities for students to learn through a variety of styles.  
Increase student engagement and excitement about school.  
Increase student problem solving ability.

#### **Craftsmanship and creativity**

Increase student ability to design, build, and repair objects.  
Increase student participation in creative expression.

#### **Stewardship of place, the environment, and the sea**

Increase student participation in stewardship.  
Increase student connection to the sea.  
Increase student knowledge of the sea and a sense of place.  
Increase student capacity to safely and environmentally operate and maintain boats.

#### **Citizenship and careers**

Increase positive student contributions to the community.  
Increase student efficacy, and belief that they can make an impact.  
Increase student interaction and engagement with the community.  
Increase the number of work experiences for high school students: apprenticeships, mentorships, and internships.

#### **Leadership and self-reliance**

Increase student self-esteem, self-confidence, and leadership.  
Increase the ability of a student to articulate and share their personal learning objectives.  
Increase student awareness of health and wellness, including growing and cooking their own food.  
Increase student safety in and around the water.



## **Program Goals (continued)**

### **Teachers:**

#### **Student learning outcomes and teaching practice**

Increase quality and rate of teacher collaboration.

Increase all students access to education through differentiated instruction

Increase inquiry and experiential learning in the curriculum.

Increase teacher knowledge of specific teaching practices including backwards design, collaborative learning, workshop model, and thinking strategies.

#### **Craftsmanship and creativity**

Increase integration of craftsmanship and creative expression into curriculum.

#### **Stewardship of place, the environment, and the sea**

Increase teacher excitement and engagement with maritime and place-based learning.

Increase teacher knowledge of experiential education, place-based, and project-based learning.

Increase integration of maritime and nautical topics into curriculum.

#### **Citizenship and careers**

Improve teacher job satisfaction.

Increase teacher contact with community members.

Increase integration of career and work experiences into curriculum.

Increase opportunities for authentic learning and service learning in the curriculum.

#### **Leadership and self-reliance**

Increase teacher involvement with students in creating personalized student learning objectives.

Increase opportunities for student leadership in curriculum.

Increase teacher leadership.

### **School System:**

Increase visibility of MDS in each school (physical and virtual).

Improve clarity of district risk management plan for field trips, shop equipment, volunteers, and other experiential learning.

Improve district-wide and building professional development offerings to align with outlined teacher goals.

Incorporate teacher leadership at a school and district level to guide decisions regarding MDS.

Develop a clear plan for engaging volunteers.

Align district and building goals with MDS initiative.

Create system wide opportunities for exhibition of student learning (learning fairs, etc)



## **Program Goals (continued)**

### **Community Partners:**

Increase the number of partners with the schools.

Improve the quality of engagement of partners with the schools in project based learning, place based learning, inquiry, and student directed learning..

Increase partners involvement in district and school committees.

Increase the number of intentional co-partnerships with community organizations

### **Community Members:**

Increase community and parent volunteers in the schools.

Increase the number of families with school-age-children in the community.

Increase school enrollment.

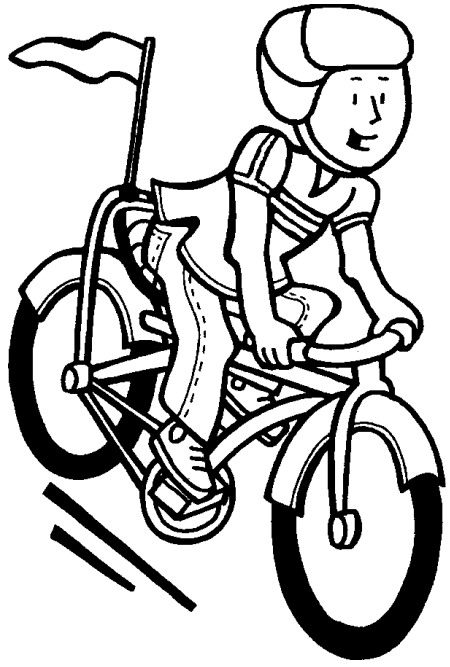
Increase school building use by community members beyond the school day.

Increase community member involvement in district and school committees.

Increase engagement between the community and school.

### **Regional/National/International Community:**

Increase engagement with regional, national, and international schools and organizations about community engagement, place-based learning, and maritime education.



# BUSING ALTERNATIVES



# Discussion

- ▶ Active Life Style
- ▶ Crossing Guards
- ▶ Parent Participation
- ▶ Community Involvement
- ▶ Efficient Transportation

# Active Life Style

- ▶ Walking School Bus
- ▶ Bike to School
  - ▶ Giving kids an additional 15-30 minutes of activity a day



# Crossing Guards



- ▶ Two Crossing Guards
  - ▶ Cross walk at the transit stop on Discovery
  - ▶ Cross walk at Discovery and Grant Street
- ▶ Training for Crossing Guards

# Parent Participation / Community Involvement

- ▶ PTA's
- ▶ Neighborhood involvement
- ▶ Recyclery
- ▶ Jefferson County Health
- ▶ Key Players



# Efficient Transportation

- ▶ Resolve one Route (1/2 FTE)
  - ▶ Eliminating stops
    - ▶ Discovery and MacPherson (Towne Point)
    - ▶ 14<sup>th</sup> and Logan
    - ▶ 12<sup>th</sup> and Sheridan
  - ▶ High School and Blue Heron accessing Grant Street for their bus stop
  - ▶ High School accessing Blue Heron for their bus stop

FOR OFFICE USE ONLY:

Date request submitted \_\_\_\_\_

Date approved by IMC 4-30-15

Date approved by Board \_\_\_\_\_

INSTRUCTIONAL MATERIALS EVALUATION FORM  
2020P, APPENDIX A

COMPLETE THE FOLLOWING INFORMATION IN DETAIL:

The following information is intended to aid in the evaluation of instructional materials. This form is necessary for each set of materials considered for adoption and will be utilized by the IMC and available to the Superintendent.

I. Requested Material

Text or material name AMERICAN NATION

Author JAMES WEST DAVIDSON  
MICHAEL B. STOFF Publisher PEARSON EDUCATION, INC

Copyright Date 2016 Type of Material PRINT TEXTBOOK

Publisher's recommended grade level of material MIDDLE SCHOOL (6-8)

Interest level of material HIGH

If this is a series, provide Publisher's grade levels. Attached? YES (N/A)

If this is a series, provide further information. Attached? YES (N/A)

II. Course

Name of course(s) in which material will be used 8TH GRADE SOCIAL STUDIES

Grade level(s) for which material will be used 8

Readability of material 970

Method of Determining Readability LEXILE SCORE - SEE ATTACHED PUBLISHER LEXILE

Supply readability information if this is a series. Attached? YES (N/A)

III. Course Goals and Appropriateness to Subject

Selection of basic instructional materials must be consistent with District and course goals and District policy.

A. A copy of the course description and course goals for which this material is to be used **must** be attached. Attached? (YES)

B. This material is consistent with course description and goals. (YES) NO

C. This material is considered to further the educational philosophy and learning goals of the district. (YES) NO

- D. This material is considered appropriate to the achievement level, age, maturity, and interest of students for whom it is intended. **YES** NO  
*IT IS CONSISTENT WITH CCSS ELA GRADE LEVEL STDS*
- E. This material is considered appropriate for its intended use and treats controversial and/or significant issues appropriately. **YES** NO
- F. This material is considered to present equal treatment of sexes and ethnic groups. **YES** NO
- G. This material has been reviewed for profanity, obscenity, sexual incidents, moral issues, value judgments and controversial ideology or philosophy and is appropriate for grade level. **YES** NO

If the answer to any of the above is **NO**, attach a detailed explanation.

If the materials contain any of the material listed in G, cite examples, page numbers and justify its use. Attached? **YES** **N/A**

IV. Material Cost

Average cost per text \$ 85.00

Comments: (Cost per year, per student, etc.) NONE

---



---

V. List of names and signatures of persons who evaluated this material on behalf of the District and community.

Signature	Date	Position	School Position
<i>L. Swirey</i>	<i>4/27/15</i>	<i>CLASSROOM TEACHER</i>	<i>8th GRADE-SOCIAL STUDIES DEPT</i>
<i>Georgette Oswald</i>	<i>4/27/15</i>	<i>Classroom Teacher</i>	<i>8th Grade-Social Studies Dept.</i>

VI. Worksheet of Comparative Analysis

Series or title, publisher and copyright: American Nation, Pearson, 2016

Rate: (Low) 1 2 3 4 5 (High)

Format

1. Appropriate student editions (appearance size, color layout)	N/A	1	2	3	4	5
2. Teacher's Guides are well organized (background information, objectives, teaching strategies outlined, answers provided, motivational ideas included, inclusion of script, bibliography.)	N/A	1	2	3	4	5
3. Appropriate support materials are available and coordinated to the text.	N/A	1	2	3	4	5

Effectiveness of Material

1. Appropriate teacher's manual.	N/A	1	2	3	4	5
2. Sequential development.	N/A	1	2	3	4	5
3. Provides re-teaching and additional materials.	N/A	1	2	3	4	5
4. Provides for measuring student achievement.	N/A	1	2	3	4	5

Content

1. Consistent with course and District goals.	N/A	1	2	3	4	5
2. Offers and accurate and/or realistic treatment of the subject.	N/A	1	2	3	4	5
3. Incorporates balanced viewpoints.	N/A	1	2	3	4	5
4. Stimulates critical, creative thinking.	N/A	1	2	3	4	5

Sex/Racial/Ethnic Bias

1. Males and females are equally represented.	N/A	1	2	3	4	5
2. Stereotyping of language regarding sex is avoided.	N/A	1	2	3	4	5
3. Material(s) contains racial/ethnic balance in characters and presentation.	N/A	1	2	3	4	5
4. Vocabulary of racism is avoided.	N/A	1	2	3	4	5

Pages 3-4 may be reproduced for consideration of more than one series or title.



5. Promoted the diverse character of the United States (portrays cultural differences; treats all humans with respect, dignity and seriousness; positive presentation of heritage and culture; portrays families realistically; portrays the handicapped realistically).	N/A	1	2	3	4	5
6. Portrays sexes, socioeconomic groups, ethnic groups, etc., in an appropriate manner.	N/A	1	2	3	4	5
<u>Literary Value</u>						
1. Is appropriate to expected intellectual readiness of students.	N/A	1	2	3	4	5
2. Stimulates critical, creative thinking.	N/A	1	2	3	4	5
3. Information/material is of a lasting significance.	N/A	1	2	3	4	5

VII. Tabulation of Comparative Analysis

This tabulation is meant to aid in the recommendation of materials and is not the only factor to be considered in selection of materials. The tabulations should be considered along with such items as narrative information, subject area, teachers' opinions, publisher provided material, etc.

A. Format	5
B. Effectiveness of material	4.25
C. Content	4.5
D. Sex/Racial/Ethnic Bias	4.75
E. Literary value	5
<b>TOTAL RATINGS</b>	<b>23.5</b>

VIII. Special Notes

- A. List any special problems that may arise related to sex, race, or ethnic bias and how they will be handled in a classroom.

None

---



---



---

- B. List any special features of this text or series that contributed significantly to its choice for recommendation.

THIS BOOK HAS SEVERAL DOCUMENT BASED QUESTIONS/ASSESSMENTS AND A GOOD DEAL OF PRIMARY SOURCE MATERIAL. THERE ARE ALSO DIGITAL RESOURCES, WHICH INCLUDE BIOGRAPHIES, MAPS AND ADDITIONAL PRIMARY SOURCES.

- C. List other titles considered for selection.

US HISTORY - Houghton Mifflin Harcourt

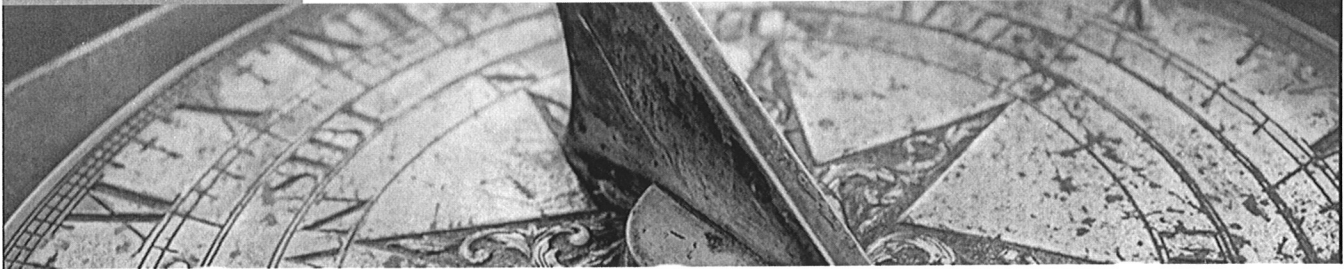
- D. Additional rationale for selection.

THIS TEXTBOOK INCORPORATES FEATURES FROM OUR CURRENT (20-yr old) TEXTBOOK, BUT ALIGNS THE TEXT AND ASSIGNMENTS WITH THE CCSS ERA.

\_\_\_\_\_  
Signature of Building Principal

\_\_\_\_\_  
Date

# Lexile Text Measures for Pearson Social Studies Programs



Pearson’s new Social Studies programs received Lexile Text Measure scores that show they are right on target to be considered appropriate text at each grade level.

Teachers use the Lexile Framework™ for Reading to match the ability level of a reader with a text that is written at an appropriate level of difficulty. A Lexile text measure is a number indicating how difficult it is to read the text. Text difficulty is based on factors such as word frequency and sentence length. A Lexile reader measure is a number indicating a person’s ability to read. Reading ability is based on factors such as vocabulary and skills. A reader with a measure of 600L who is given a text measured at 600L is expected to have a 75% comprehension rate. The following chart shows the relationship between grade level and reader and text measures.

Grade	Reader Measures	Text Measures
1	up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1120L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11-12	940L to 1210L	1100L to 1300L

A district can choose to establish standards for students such that each student should be reading grade-level appropriate texts with 75% comprehension. This can easily be implemented by selecting texts that have Lexile measures 150L below the reader measures. It is up to educators to determine the optimal level of expected reading comprehension for each reader. (Excerpted from “Lexiles Framework and Reading Levels” and “How is Readability Determined within The Lexile Framework™ for Reading?”)

The following chart shows the Lexile text measures for Pearson Social Studies secondary courses.

Pearson Program	Text Measure
American History: Colonization – Reconstruction (middle grades)	970L
World History	1080L
U.S. History: 1877 – Present (high school)	1160L
Economics	1130L
Magruder’s American Government	1190L

## **Social Studies 8<sup>th</sup> Grade**

Topics of study include U.S. History from the Revolutionary War to the 20<sup>th</sup> Century. We also examine American Civics through the Constitution, Bill of Rights, and the three branches of government. Other topics during the year include the history of slavery and the American Civil War, economics, reform movements and immigration, World War I & II, and the Holocaust. We study the North American continent and U.S. geography. In addition, students research and debate on a Bill of Rights topic of their choice as part of their OSPI-Developed Assessment (formerly known as OSPI's Classroom Based Assessment).

We concentrate on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs and well-organized essays which include the effective use of a claim, evidence, and elaboration. Throughout the year we will also focus on vocabulary related to the areas of study. Our curriculum is aligned with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

# **Social Studies Standards**

## **Essential Academic Learning Requirements: A Recommended Grade-by-Grade Sequence for Grade Level Expectations – Grades K-12**

Prepared by  
Caleb Perkins, Ph.D., Program Supervisor

**Teaching and Learning/Social Studies Education**  
**Office of Superintendent of Public Instruction**

---

Dr. Terry Bergeson  
Superintendent of Public Instruction

Catherine Davidson, Ed. D.  
Chief of Staff

Lexie Domaradzki  
Assistant Superintendent, Teaching and Learning

---

May 2008

## Social Studies – Grade 8

*In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.*

**EALR 1: CIVICS** The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

**Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**

**1.1.1 Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression .**

Examples:

- Explains how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation.
- Explains how the Constitution distinguishes popular sovereignty as a principle of our nation.

Suggested Unit: U.S.—Fighting for Independence and Framing the Constitution (1776—1815)

OSPI-developed Assessment: Constitutional Issues

**1.1.2 Evaluates efforts to reduce discrepancies between key ideals and reality in the United States, including:**

- How amendments to the Constitution have sought to extend rights to new groups.
- How key ideals and constitutional principles set forth in fundamental documents relate to public issues.

Examples:

- Judges how well the Fourteenth and Fifteenth Amendments have expanded freedoms for African Americans and other groups in the past and present.

- Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women’s right to own property.
- Judges the legacy of the Indian Reorganization Act in promoting the rights of tribal governments.

Suggested Unit: U.S.—Looking Forward

OSPI-developed Assessment: Constitutional Issues

**Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.**

**1.2.1 Understands and analyzes the structure and powers of government at the national level.**

Examples:

- Examines Article 1 of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate.
- Examines Article 2 of the U.S. Constitution and identifies the powers and responsibilities of the President and his cabinet.
- Examines Article 3 of the U.S. Constitution and identifies the responsibilities and powers of the Supreme Court.
- Examines how the Supreme Court exercised powers outlined in Article 3 of the Constitution when ruling in *Cherokee Nation v. Georgia*.
- Examines how Congress exercised powers outlined in Article 1 of the Constitution when it passed the Missouri Compromise.
- Examines how President Jefferson used Article 2 of the Constitution to justify his role in the Louisiana Purchase.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

OSPI-developed Assessment: Checks and Balances

**1.2.2 Evaluates the effectiveness of the system of checks and balances in the United States based on an event.**

Examples:

- Critiques the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court’s ruling in *Cherokee Nation v. Georgia*.
- Critiques the effectiveness of checks and balances when President James Polk took control of Mexican territory without a formal declaration of war.
- Critiques the effectiveness of checks and balances in the Supreme Court case of *Marbury v. Madison*.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

OSPI-developed Assessment: Checks and Balances

**1.2.3 Understands that the U.S. government includes concepts of both a democracy and a republic.**

Examples:

- Explains how the U.S. government can be considered a “constitutional democracy” because the people are the ultimate source of authority.
- Explains how the U.S. government can be considered a “constitutional republic” because its leaders and officials are elected as representatives of the people.

Suggested Unit: U.S.—Fighting for Independence and Framing the Constitution (1776—1815)

**Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.**

**1.3.1 Analyzes how the United States has interacted with other countries in the past or present.**

Examples:

- Examines how the Dawes Act resulted in loss of land and economic devastation for tribes.
- Examines how the U.S. government recruited workers from China to build the Transcontinental Railroad.
- Examines how the United States recruited workers from Europe to provide industrial labor.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900)

**Component 1.4: Understands civic involvement.**

**1.4.1 Analyzes how a position on an issue attempts to balance individual rights and the common good.**

Examples:

- Takes a position on federal immigration policy that attempts to balance human rights with national security.
- Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security.

Suggested Unit: U.S.—Looking Forward

OSPI-developed Assessment: Constitutional Issues

**EALR 2: ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

**Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**



**2.1.1 Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.**

Examples:

- Examines how the profit motive inspired the entrepreneurship of Levi Strauss, Richard Sears, Alvah Roebuck, Henry Wells, and William G. Fargo during the Gold Rush.
- Examines how the personal values of settlers determined what services were established, including saloons and general stores.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900)

**Component 2.2: Understands how economic systems function.**

**2.2.1 Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.**

Examples:

- Examines the use of immigrant labor in the building of the transcontinental railroads as a result of the forces of supply and demand.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900)

**2.2.2 Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.**

Examples:

- Examines how England's demand for cotton and indigo resulted in increased exports for the United States.
- Examines how the European demand for animal furs impacted trade with the United States.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

**Component 2.3: Understands the government's role in the economy.**

**2.3.1 Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.**

Examples:

- Examines how President Andrew Jackson used the protective tariff to secure emerging industries in the nineteenth century.
- Examines and critiques how government's laissez-faire approach to business regulation led to the establishment of the Lowell Girls Union in the 1830s.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

**Component 2.4: Understands the economic issues and problems that all societies face.**

**2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.**

Examples:

- Compares the impact of Industrialization in the North on the standard of living of laborers and factory owners.
- Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

**EALR 3: GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

**Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.**

**3.1.2 Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.**

Examples:

- Explains information gained from physical and political maps of the United States.
- Examines how the railroad led to the development of Chicago as a leader in the meatpacking industry.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900)

**Component 3.2: Understands human interaction with the environment.**

**3.2.1 Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.**

Examples:

- Examines how Pierre L'Enfant altered the landscape of Washington, D.C., in order to build the Capitol.
- Examines how communication difficulties, due to the breadth of the Atlantic Ocean, were a factor in the Battle of New Orleans and the rise of Andrew Jackson.

Suggested Unit: U.S.—Fighting for Independence and Framing the Constitution (1776—1815)

**3.2.2 Understands cultural diffusion in the United States from the past or in the present.**

Examples:

- Explains the diffusion of Chinese culture in the West during the Gold Rush.
- Explains how Mexican vaqueros introduced ranching practices.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform. (1801—1850)

### **3.2.3 Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.**

Examples:

- Examines the impact of the forced migration of slaves on the growth of the United States.
- Explains the role of European immigrants in propelling Thomas Jefferson to the presidency.

Suggested Unit: U.S.—Fighting for Independence and Framing the Constitution (1776—1815)

## **Component 3.3: Understands the geographic context of global issues.**

### **3.3.1 Understands that learning about the geography of the United States helps us understand the global issue of diversity.**

Examples:

- Explains how migration and immigration instigated by the California Gold Rush led to the establishment of today's multicultural communities in the West.
- Explains how immigration caused by the transcontinental railroad led to anti-immigration sentiment that continues today.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Urbanization, and Immigration (1870—1900)

**EALR 4: HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

## **Component 4.1: Understands historical chronology.**

### **4.1.2 Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900:**

- Fighting for independence and framing the Constitution (1776—1815).
- Slavery, expansion, removal, and reform (1801—1850).
- Civil War and Reconstruction (1850—1877).
- Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).

Examples:

- Explains how the Revolutionary War and the War of 1812 help to define early U.S. history as a time of struggle for independence.
- Explains how the Monroe Doctrine helps to define U.S. history from 1801 to 1850 as a period of expansion.
- Explains how Reconstruction and the emergence of Jim Crow laws help to define U.S. history following the Civil War.
- Explains how the rise of prominent American Indian leaders in resistance movements against U.S. encroachment helps to define U.S. history at the end of the 19th century.

**Component 4.2: Understands and analyzes causal factors that have shaped major events in history.**

**4.2.1 Understands and analyzes how individuals and movements have shaped U.S. history (1776—1900).**

Examples:

- Examines the impact of Harriet Beecher Stowe’s novel “Uncle Tom’s Cabin” on the abolitionist movement in the United States.
- Explains the impact of the Seneca Falls Convention on the advancement of women’s rights.
- Explains the impact of the Lowell strike on future labor movements.

Suggested Unit: U.S.—Civil War and Reconstruction (1850—1877)

**4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).**

Examples:

- Explains how African cultural and religious customs influenced the culture of the U.S.
- Explains how the Whitmans and other missionaries affected the religious and social practices of indigenous people in the United States.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

**4.2.3 Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).**

Examples:

- Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern U.S.
- Examines how Robert Fulton’s steamship accelerated trade and westward movement in the United States.

Suggested Unit: U.S.—Civil War and Reconstruction (1850—1877)

**Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.**

**4.3.1 Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).**

Examples:

- Distinguishes between conflicting views of the reasons for Southern secession.
- Examines artifacts documenting the various ways African Americans communicated on the Underground Railroad.

Suggested Unit: U.S.—Civil War and Reconstruction (1850—1877)

**4.3.2 Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).**

Examples:

- Presents a position on the causes and outcomes of the Civil War, demonstrating understanding of varying viewpoints of the conflict.
- Presents a position on the causes and outcomes of the Mexican War, demonstrating understanding of varying viewpoints of the conflict.

Suggested Unit: U.S.—Civil War and Reconstruction (1850—1877)

**Component 4.4: Uses history to understand the present and plan for the future.**

**4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.**

Examples:

- Examines how past immigration patterns to the United States have shaped modern immigration policy and public opinion.
- Examines how the Sherman Anti-Trust Act helps us to understand corporate regulations today.

Suggested Unit: U.S.—Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870—present)

**EALR 5: SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

**Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.**

**5.1.1 Understands reasons based on evidence for a position on an issue or event.**

Examples:

- Explains the reasons for one's own position about the effectiveness of the system of checks and balances when Jackson ignored the Supreme Court Ruling in Cherokee Nation v. Georgia.

- Explains the reasons for one’s own position about the effectiveness of the system of checks and balances when Congress impeached Andrew Johnson.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

OSPI-developed Assessment: Checks and Balances

### **5.1.2 Evaluates the logic of reasons for a position on an issue or event.**

Examples:

- Critiques the order and coherence of reasons when evaluating the effectiveness of the federal system of checks and balances during Andrew Jackson’s presidency.
- Critiques the organization of reasons when evaluating the effectiveness of the federal system of checks and balances during the impeachment of Andrew Johnson.

Suggested Unit: U.S.—Slavery, Expansion, Removal, and Reform (1801—1850)

OSPI-developed Assessment: Checks and Balances

## **Component 5.2: Uses inquiry-based research.**

### **5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.**

Examples:

- Develops research questions that are tied to an essential question to focus inquiry on how the need for national security can be balanced with the right to individual privacy.
- Develops research questions that are tied to an essential question to focus inquiry on how amendments to the Constitution have sought to extend rights to disenfranchised individuals.

Suggested Unit: U.S.—Looking Forward

OSPI-developed Assessment: Constitutional Issues

### **5.2.2 Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.**

Examples:

- Critiques the order and coherence of newscasts and newspaper articles on the contributions of migrant workers when interpreting various perspectives on federal immigration policy.
- Critiques the coherence of positions taken by slaves, slaveholders, and abolitionists.

Suggested Unit: U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900)

OSPI-developed Assessment: Constitutional Issues; Checks and Balances

## MS Social Studies Port Townsend

### School Information:

**PORT TOWNSEND SCHOOL DIST 50**

School/District Name

**1610 BLAINE ST STURAT BLDG**

Address

**PORT TOWNSEND, WA 98368**

City / State / ZIP

**(360) 379-4501**

Phone Number

Purchase Summary				
Description	# Pupils	Cost Per Pupil	Amount Free	Amount Charged
American History 2016	130	\$78.43	\$1,921.52	\$10,196.40
my World History 2012	260	\$79.36	\$5,139.98	\$20,632.80
Total Pupil & Cost Per Pupil	390	\$79.05		
		<b>Subtotal</b>	\$7,061.50	\$30,829.20
		<b>Shipping &amp; Handling</b>		\$2,466.34
		<b>Total</b>		\$33,295.54

\* Prices effective through Sept. 30, 2015.  
 \*\* Prices do not include applicable taxes.  
 \*\*\*\* Titles are subject to change without notice.

To Order:  
 Curriculum Customer Service  
 Email: [k12customerservice@pearson.com](mailto:k12customerservice@pearson.com)  
 Phone: 1-800-848-9500  
 Fax: 1-877-260-2530  
 Online at OASIS: <http://k12oasis.pearson.com>  
 uwintam\_s00000023 04/30/2015

**American History 2016**

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
<b>American History 2016</b>							
1	MIDDLE GRADES AMERICAN HISTORY 2016 STUDENT EDITION + DIGITAL COURSEWARE6-YEAR LICENSE	9780133328523	84.97	10	120	\$849.70	\$10,196.40
2	MIDDLE GRADES AMERICAN HISTORY 2016 TEACHER GUIDE GRADE 8	9780133307139	115.97	2	0	231.94	0.00
3	MIDDLE GRADES AMERICAN HISTORY 2016 EXAMVIEW DVD GRADE 9/12	9780133329858	151.97	2	0	303.94	0.00
4	MIDDLE GRADES AMERICAN HISTORY 2016 RESOURCE DVD GRADE 9/12	9780133329841	267.97	2	0	535.94	0.00
<b>Subtotal</b>						<b>\$1,921.52</b>	<b>\$10,196.40</b>

**my World History 2012**

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
<b>my World History 2012</b>							
<b>Survey Edition</b>							
1	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY SURVEY STUDENT EDITION WITH 6-YEAR MYWORLDHISTORY.COM PREMIUM LICENSE	9780133176124	85.97	20	240	\$1,719.40	\$20,632.80
<b>Teacher Resources</b>							
1	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY PRO GUIDE SURVEY	9780133176032	636.97	2	0	\$1,273.94	\$0.00
2	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY JOURNAL ANSWER KEY	9780133727029	12.47	2	0	24.94	0.00
3	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY WHITEBOARD/PROJECTABLES DVD- ROM GRADE 5/8	9780133165029	267.97	2	0	535.94	0.00
4	MIDDLE GRADES SOCIAL STUDIES 2011 MYWORLD HISTORY ACTIVITY KIT	9780133178692	147.47	2	0	294.94	0.00
<b>Video</b>							
1	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY VIDEOS DVD SURVEY GRADE 5/8	9780133165067	450.97	2	0	\$901.94	\$0.00
<b>Assessment</b>							
1	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY ASSESSMENT SURVEY	9780133727043	42.47	2	0	\$84.94	\$0.00



	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
2	MIDDLE GRADES SOCIAL STUDIES 2012 HISTORY EXAMVIEW COMPUTER TEST BANK CD-ROM GRADE 5/8	9780133164992	\$151.97	2	0	303.94	0.00
<b>Subtotal</b>						\$5,139.98	\$20,632.80
<b>Purchase Subtotal</b>						\$7,061.50	\$30,829.20
<b>Shipping &amp; Handling</b>							\$2,466.34
<b>Totals</b>						\$7,061.50	\$33,295.54

**Proposal Grand Total: \$33,295.54**

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

**To register for OASIS: <http://k12oasis.pearson.com>**

**For OASIS assistance: 1-800-850-9124**

\* Prices effective through Sept. 30, 2015.

\*\* Prices do not include applicable taxes.

\*\*\* Titles are subject to change without notice.

**Note: This is a cost proposal. It is not a formal contract.**

**Ordering Information:**

**Schools:** Simply enclose your official purchase order, authorized signature, and title.

**Teachers:** We can bill your school if you provide an approved P.O.

**Individuals:** Please enclose check, money order, or credit card information.

**Shipping Charges:**

**All orders** are billed approximately 10% shipping & handling. Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

**Special handling** is additional on all orders.

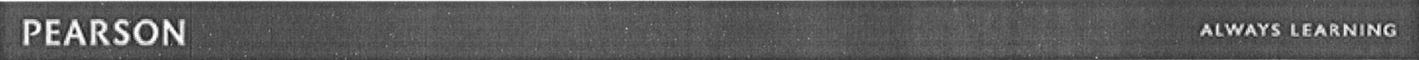
All prices are in U.S. dollars, guaranteed until Sept. 30, 2015. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

<p><b>Ship To:</b> Please Print</p> <p>NAME: <input type="text"/></p> <p><b>PORT TOWNSEND SCHOOL DIST 50</b></p> <p>E-MAIL ADDRESS: <input type="text"/></p> <p>INSTITUTION: <input type="text"/></p> <p><b>1610 BLAINE ST STURAT BLDG</b></p> <p>ADDRESS: <input type="text"/></p> <p><b>PORT TOWNSEND</b> <input type="text"/> <b>WA,</b> <input type="text"/> <b>98368</b></p> <p>CITY STATE ZIP</p> <p><b>(360) 379-4501</b></p> <p>PHONE # BEST TIME TO CALL</p>	<p><b>Bill To:</b></p> <p>NAME: <input type="text"/></p> <p><b>PORT TOWNSEND SCHOOL DIST 50</b></p> <p>E-MAIL ADDRESS: <input type="text"/></p> <p>INSTITUTION: <input type="text"/></p> <p><b>1610 Blaine St</b></p> <p>ADDRESS: <input type="text"/></p> <p><b>Port Townsend</b> <input type="text"/> <b>WA,</b> <input type="text"/> <b>98368</b></p> <p>CITY STATE ZIP</p> <p><b>-</b></p> <p>PHONE # BEST TIME TO CALL</p>
<p><b>Pre-Paid Order</b></p> <p>Check Money Order Enclosed</p> <p>PURCHASE ORDER NO. <input type="text"/></p> <p>AUTHORIZED SIGNATURE <input type="text"/> TITLE <input type="text"/></p>	<p><b>Credit Card Order:</b></p> <p>VISA MasterCard American Express Discover</p> <p>CARD NO <input type="text"/> EXP. DATE <input type="text"/></p> <p>SIGNATURE <input type="text"/></p>

**Pearson Customer Support**  
 P.O. Box 6820  
 Chandler, AZ 85246  
 Email: k12customerservice@pearson.com  
 Phone: 1-800-848-9500 or Fax 1-877-260-2530  
 Monday-Friday, 8am - 5pm EST; 8am - 6pm DST  
 Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to:  
<http://www.pearsonschool.com>



FOR OFFICE USE ONLY:

Date request submitted \_\_\_\_\_

Date approved by IMC 4-30-15

Date approved by Board \_\_\_\_\_

INSTRUCTIONAL MATERIALS EVALUATION FORM  
2020P, APPENDIX A

COMPLETE THE FOLLOWING INFORMATION IN DETAIL:

The following information is intended to aid in the evaluation of instructional materials. This form is necessary for each set of materials considered for adoption and will be utilized by the IMC and available to the Superintendent.

I. Requested Material

Text or material name The DBQ Project: U.S. and World DBQ

Author ex. Charles Brady / Phillip Roden

Publisher The DBQ Project

Copyright Date 2001/reviewed regularly Type of Material reproducible masters/print

Publisher's recommended grade level of material various

Interest level of material high

If this is a series, provide Publisher's grade levels. Attached? YES N/A

If this is a series, provide further information. Attached? YES N/A

} see attached

II. Course

Name of course(s) in which material will be used 6/7/8 Social Studies

Grade level(s) for which material will be used 6/7/8

Readability of material see attached

Method of Determining Readability \_\_\_\_\_

Supply readability information if this is a series. Attached? YES N/A

III. Course Goals and Appropriateness to Subject

Selection of basic instructional materials must be consistent with District and course goals and District policy.

A. A copy of the course description and course goals for which this material is to be used **must** be attached. Attached? YES

B. This material is consistent with course description and goals. YES NO

C. This material is considered to further the educational philosophy and learning goals of the district. YES NO

- D. This material is considered appropriate to the achievement level, age, maturity, and interest of students for whom it is intended. (YES) NO
- E. This material is considered appropriate for its intended use and treats controversial and/or significant issues appropriately. (YES) NO
- F. This material is considered to present equal treatment of sexes and ethnic groups. (YES) NO
- G. This material has been reviewed for profanity, obscenity, sexual incidents, moral issues, value judgments and controversial ideology or philosophy and is appropriate for grade level. (YES) NO

If the answer to any of the above is NO, attach a detailed explanation.

If the materials contain any of the material listed in G, cite examples, page numbers and justify its use. Attached? YES N/A

IV. Material Cost

Average cost per text set of 5 reproducible teacher resources = total \$2650.00  
 Comments: (Cost per year, per student, etc.) \$11 per student - one time cost  
(based on 30 kids per grade level)

V. List of names and signatures of persons who evaluated this material on behalf of the District and community.

Signature	Date	Position	School Position
<i>Deborah Orsted</i>	<i>4/27/15</i>	<i>Classroom Teacher</i>	<i>Classroom Teacher Social Studies</i>
<i>L. Stoveley</i>	<i>4/27/15</i>	<i>CLASSROOM TEACHER</i>	<i>CLASSROOM TEACHER - SOCIAL STUDIES</i>

VI. Worksheet of Comparative Analysis

Series or title, publisher and copyright:

DBQ Project

Rate: (Low) 1 2 3 4 5 (High)

Format

1. Appropriate student editions (appearance size, color layout)	N/A	1	2	3	4	5
2. Teacher's Guides are well organized (background information, objectives, teaching strategies outlined, answers provided, motivational ideas included, inclusion of script, bibliography.)	N/A	1	2	3	4	5
3. Appropriate support materials are available and coordinated to the text.	N/A	1	2	3	4	5

Effectiveness of Material

1. Appropriate teacher's manual:..	N/A	1	2	3	4	5
2. Sequential development.	N/A	1	2	3	4	5
3. Provides re-teaching and additional materials.	N/A	1	2	3	4	5
4. Provides for measuring student achievement.	N/A	1	2	3	4	5

Content

1. Consistent with course and District goals.	N/A	1	2	3	4	5
2. Offers and accurate and/or realistic treatment of the subject.	N/A	1	2	3	4	5
3. Incorporates balanced viewpoints.	N/A	1	2	3	4	5
4. Stimulates critical, creative thinking.	N/A	1	2	3	4	5

Sex/Racial/Ethnic Bias

1. Males and females are equally represented.	N/A	1	2	3	4	5
2. Stereotyping of language regarding sex is avoided.	N/A	1	2	3	4	5
3. Material(s) contains racial/ethnic balance in characters and presentation.	N/A	1	2	3	4	5
4. Vocabulary of racism is avoided.	N/A	1	2	3	4	5

Pages 3-4 may be reproduced for consideration of more than one series or title.

- |  |     |   |   |   |   |     |
|--|-----|---|---|---|---|-----|
| 5. Promoted the diverse character of the United States (portrays cultural differences; treats all humans with respect, dignity and seriousness; positive presentation of heritage and culture; portrays families realistically; portrays the handicapped realistically). | N/A | 1 | 2 | 3 | 4 | (5) |
| 6. Portrays sexes, socioeconomic groups, ethnic groups, etc., in an appropriate manner.  | N/A | 1 | 2 | 3 | 4 | (5) |

Literary Value

- |   |     |   |   |   |     |     |
|---|-----|---|---|---|-----|-----|
| 1. Is appropriate to expected intellectual readiness of students. | N/A | 1 | 2 | 3 | (4) | 5   |
| 2. Stimulates critical, creative thinking.                        | N/A | 1 | 2 | 3 | 4   | (5) |
| 3. Information/material is of a lasting significance.             | N/A | 1 | 2 | 3 | 4   | (5) |

VII. Tabulation of Comparative Analysis

This tabulation is meant to aid in the recommendation of materials and is not the only factor to be considered in selection of materials. The tabulations should be considered along with such items as narrative information, subject area, teachers' opinions, publisher provided material; etc.

A. Format	5
B. Effectiveness of material	5
C. Content	5
D. Sex/Racial/Ethnic Bias	5
E. Literary value	5
<b>TOTAL RATINGS</b>	<b>25</b>

VIII. Special Notes

- A. List any special problems that may arise related to sex, race, or ethnic bias and how they will be handled in a classroom.

We will discuss the historical setting

---



---



---

B. List any special features of this text or series that contributed significantly to its choice for recommendation.

The Use of primary sources as a basis for studying history is excellent pedagogy.  
The questions are completely aligned to the CCSS ELA.

C. List other titles considered for selection.

---

---

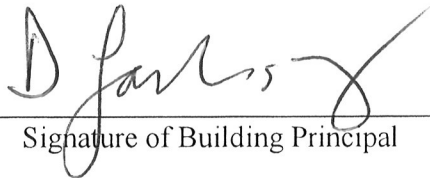
---

---

---

D. Additional rationale for selection.

This material provides multiple opportunities to analyze primary sources, and this material complements the textbooks with thorough document-based questions to scaffold this skill in accordance with CCSS ELA

  
Signature of Building Principal

4/30/2015  
Date

## Usefulness of DBQ Curriculum to Middle School Social Studies Instruction

The Teacher Resource Binder (TRB) includes each of the DBQ or Mini-Q lessons and support materials for teachers. Examples of teacher support include content notes for documents, teaching tips, graphic organizers, and transparencies. Many schools purchase the TRB and photocopy the DBQ lessons for students.

The long version DBQs typically are 14-17 documents in length. The short version DBQs average 9-10 documents. Moreover, many of the short version textual documents have been edited to accommodate reading levels. The key is the primary goal of the teacher and how much time he or she wants to allot in his or her teaching calendar.

Documents vary in their reading level. Some are difficult and others quite straightforward. None of the textual documents are over a page long, and many are a few sentences in length. Although occasionally definitions are inserted for words, the length of documents is edited rather than translated or transcribed.

The DBQ Project is unapologetically a writing program that also teaches history. **Good historical thinking is intertwined with writing, and as educators we cannot avoid this reality. There is no question that thinking is clarified by writing, and the student who says, "I know what I want to say, but just can't write it" is often not done thinking. If we are serious about assessing historical thinking, we must get our students to write with power and skill.**

DBQ and Mini-Q lessons provide students with an opportunity to analyze informational text, to synthesize information from various sources, to identify and evaluate author point of view, and to support claims with evidence in writing. Students practice close reading of non-fiction texts, speaking and listening, and writing skills.



The documents can be used for Socratic seminars, debates, role-plays, etc. Teachers can also pare down the writing process to culminate in an outline or summary. Although students cannot learn to write without practicing writing, DBQ Project Materials support important discussion skills and can help students understand the type of thinking involved in writing research papers too. Several pages in the toolkit specifically address this concern.

Schools and teachers may photocopy the right hand side of the binder for classroom use. Also, there are many black-line masters in the Teachers' Toolkit that are meant to be photocopied.

**Social Studies emphases Sixth Grade:** In our study of ancient states and empires, we develop an understanding of the meaning of “civilization” and “culture” and how these ideas apply to the variety of autonomous societal organizations that have existed through history and that continue to exist. We also focus on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs with a claim, evidence, and elaboration. This is coupled with the use of correct spelling and grammar. I have been careful to align our curriculum with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

**Areas of Study:**

<b>Quarter 1</b>	<b>Quarter 3</b>
Geography	Ancient China
Ancient Mesopotamia	
<b>Quarter 2</b>	<b>Quarter 4</b>
Ancient Egypt	Ancient Latin America – Aztecs, Incas, Maya

**Social Studies emphases Seventh Grade:** In our study of the progression from ancient states and empires to the countries and governments of the Renaissance, we continue to develop an understanding of the meaning of “civilization” and “culture” and how these ideas apply to the variety of autonomous societal organizations that have existed through history and that continue to exist. We also compare a variety of religions to better understand their effect on the social and political development of Western Civilization. We focus on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs and well-organized essays, each with a claim, evidence, and elaboration. Throughout the year we will be working on vocabulary related to the areas of study. Second Semester will be entirely devoted to Washington State History. You will receive a detailed class overview at that time. I have been careful to align our curriculum with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

**Areas of Study:**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February through June</b>
Ancient Greece/Rome Democracy		Europe: Dark Ages - 1400s		World Religion	Washington State History

to exist

## **Social Studies 8<sup>th</sup> Grade**

Topics of study include U.S. History from the Revolutionary War to the 20<sup>th</sup> Century. We also examine American Civics through the Constitution, Bill of Rights, and the three branches of government. Other topics during the year include the history of slavery and the American Civil War, economics, reform movements and immigration, World War I & II, and the Holocaust. We study the North American continent and U.S. geography. In addition, students research and debate on a Bill of Rights topic of their choice as part of their OSPI-Developed Assessment (formerly known as OSPI's Classroom Based Assessment).

We concentrate on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs and well-organized essays which include the effective use of a claim, evidence, and elaboration. Throughout the year we will also focus on vocabulary related to the areas of study. Our curriculum is aligned with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

FOR OFFICE USE ONLY:

Date request submitted 4-27-15

Date approved by IMC 4-30-15

Date approved by Board \_\_\_\_\_

INSTRUCTIONAL MATERIALS EVALUATION FORM  
2020P, APPENDIX A

COMPLETE THE FOLLOWING INFORMATION IN DETAIL:

The following information is intended to aid in the evaluation of instructional materials. This form is necessary for each set of materials considered for adoption and will be utilized by the IMC and available to the Superintendent.

I. Requested Material

Text or material name Forensic Science An Introduction 3rd ed

Author Richard Saferstein Publisher Pearson

Copyright Date 2016 Type of Material text book

Publisher's recommended grade level of material high school

Interest level of material same

If this is a series, provide Publisher's grade levels. Attached? YES  N/A

If this is a series, provide further information. Attached? YES  N/A

II. Course

Name of course(s) in which material will be used Forensic Science

Grade level(s) for which material will be used 11th - 12th

Readability of material 10<sup>th</sup> grade and above

Method of Determining Readability English dept. Readability scale

Supply readability information if this is a series. Attached? YES  N/A

III. Course Goals and Appropriateness to Subject

Selection of basic instructional materials must be consistent with District and course goals and District policy.

A. A copy of the course description and course goals for which this material is to be used **must** be attached. Attached?  YES

B. This material is consistent with course description and goals.  YES NO

C. This material is considered to further the educational philosophy and learning goals of the district.  YES NO

- D. This material is considered appropriate to the achievement level, age, maturity, and interest of students for whom it is intended.  YES  NO
- E. This material is considered appropriate for its intended use and treats controversial and/or significant issues appropriately.  YES  NO
- F. This material is considered to present equal treatment of sexes and ethnic groups.  YES  NO
- G. This material has been reviewed for profanity, obscenity, sexual incidents, moral issues, value judgments and controversial ideology or philosophy and is appropriate for grade level.  YES  NO

If the answer to any of the above is NO, attach a detailed explanation.

If the materials contain any of the material listed in G, cite examples, page numbers and justify its use.

Attached?

YES  N/A

Ch 9 p. 322-361 Forensic Serology (Blood, Semen, Rape) evidence

IV. Material Cost

Average cost per text

\$ 127.50

Comments: (Cost per year, per student, etc.)

Additional cost for lab materials will be purchased with annual science department budget.

V. List of names and signatures of persons who evaluated this material on behalf of the District and community.

Signature	Date	Position	School Position
Brandi Hageman	4/24	Teacher	Teacher
Zoe C. Aronson	4/30	Teacher	Science
Michael Evans	4/10	Deputy Chief PTPD	Course adviser
Troy Surber	4/10	Sergeant + SRO PTPD	Course adviser

VI. Worksheet of Comparative Analysis

Series or title, publisher and copyright: \_\_\_\_\_

Rate: (Low) 1 2 3 4 5 (High)

Format

1. Appropriate student editions (appearance size, color layout)	N/A	1	2	3	4	(5)
2. Teacher's Guides are well organized (background information, objectives, teaching strategies outlined, answers provided, motivational ideas included, inclusion of script, bibliography.)	(N/A)	1	2	3	4	5
3. Appropriate support materials are available and coordinated to the text.	(N/A)	1	2	3	4	5

Effectiveness of Material

1. Appropriate teacher's manual.	(N/A)	1	2	3	4	5
2. Sequential development.	N/A	1	2	3	4	(5)
3. Provides re-teaching and additional materials.	(N/A)	1	2	3	4	5
4. Provides for measuring student achievement.	N/A	1	2	3	(4)	5

Content

1. Consistent with course and District goals.	N/A	1	2	3	4	(5)
2. Offers and accurate and/or realistic treatment of the subject.	N/A	1	2	3	4	(5)
3. Incorporates balanced viewpoints.	N/A	1	2	3	4	(5)
4. Stimulates critical, creative thinking.	N/A	1	2	3	(4)	5

Sex/Racial/Ethnic Bias

1. Males and females are equally represented.	N/A	1	2	(3)	4	5
2. Stereotyping of language regarding sex is avoided.	N/A	1	2	3	4	(5)
3. Material(s) contains racial/ethnic balance in characters and presentation.	N/A	1	2	3	(4)	(5)
4. Vocabulary of racism is avoided.	N/A	1	2	3	4	(5)

*most scientists highlighted are white/male*

Pages 3-4 may be reproduced for consideration of more than one series or title.

- |  |       |   |   |   |     |   |
|--|-------|---|---|---|-----|---|
| 5. Promoted the diverse character of the United States (portrays cultural differences; treats all humans with respect, dignity and seriousness; positive presentation of heritage and culture; portrays families realistically; portrays the handicapped realistically). | (N/A) | 1 | 2 | 3 | 4   | 5 |
| 6. Portrays sexes, socioeconomic groups, ethnic groups, etc., in an appropriate manner. <i>Hard to remember</i>  | N/A   | 1 | 2 | 3 | (4) | 5 |
- diverse types of criminals*

Literary Value

- |   |     |   |   |   |     |     |
|---|-----|---|---|---|-----|-----|
| 1. Is appropriate to expected intellectual readiness of students. | N/A | 1 | 2 | 3 | 4   | (5) |
| 2. Stimulates critical, creative thinking.                        | N/A | 1 | 2 | 3 | (4) | 5   |
| 3. Information/material is of a lasting significance.             | N/A | 1 | 2 | 3 | 4   | (5) |

VII. Tabulation of Comparative Analysis

This tabulation is meant to aid in the recommendation of materials and is not the only factor to be considered in selection of materials. The tabulations should be considered along with such items as narrative information, subject area, teachers' opinions, publisher provided material, etc.

A. Format	5
B. Effectiveness of material	9
C. Content	19
D. Sex/Racial/Ethnic Bias	18
E. Literary value	14
<b>TOTAL RATINGS</b>	<b>67</b>

VIII. Special Notes

- A. List any special problems that may arise related to sex, race, or ethnic bias and how they will be handled in a classroom.

*Includes case about Bill Cosby's sons murder*

---



---

B. List any special features of this text or series that contributed significantly to its choice for recommendation.

Covers wide range of science content topics

Labs & presentation will need to be up-dated to NGSS

C. List other titles considered for selection.

Forensic Science Fundamentals + Investigations by Bertino  
Forensic Science For High School by Ball-Deslich +  
Funkhouser

D. Additional rationale for selection.

Cami Ehhardt  
Signature of Building Principal

4-27-15  
Date



## FORENSIC SCIENCE (11/12)

Do you like solving mysteries and watching T.V. shows such as C.S.I.? In Forensic Science you'll have the opportunity to learn the science behind real crime scene investigation. Topics of study include: fingerprints, DNA, blood spatter, toxicology, ballistics and more. Students in this class will work closely with the Port Townsend Police Department and other regional law enforcement and forensic investigative agencies. Prerequisite: Students must be a junior or senior and have successfully passed Science 1 and Science 2. This course may be taken concurrently with Chemistry or Physics.

FOR OFFICE USE ONLY:

Date request submitted \_\_\_\_\_

Date approved by IMC 4-30-15

Date approved by Board \_\_\_\_\_

INSTRUCTIONAL MATERIALS EVALUATION FORM  
2020P, APPENDIX A

COMPLETE THE FOLLOWING INFORMATION IN DETAIL:

The following information is intended to aid in the evaluation of instructional materials. This form is necessary for each set of materials considered for adoption and will be utilized by the IMC and available to the Superintendent.

I. Requested Material

Text or material name Pearson: My World History

Author Frank Karpel  
Kathleen Krull Publisher Pearson Education, Inc.

Copyright Date 2012 Type of Material Print / Textbooks

Publisher's recommended grade level of material 6/7/8

Interest level of material High

If this is a series, provide Publisher's grade levels. Attached? YES (N/A)

If this is a series, provide further information. Attached? YES (N/A)

II. Course

Name of course(s) in which material will be used 6/7 Social Studies

Grade level(s) for which material will be used 6/7

Readability of material Challenging reading for current 6th graders, but in line with Common Core

Method of Determining Readability 1080 Lexile  
CCSS ELA Three-Part Model for Measuring

Supply readability information if this is a series. Attached? See attached publisher Lexile Text Complexity YES (N/A)

III. Course Goals and Appropriateness to Subject

Selection of basic instructional materials must be consistent with District and course goals and District policy.

A. A copy of the course description and course goals for which this material is to be used **must** be attached. Attached? (YES) Social Studies GLE 6/7

B. This material is consistent with course description and goals. (YES) NO

C. This material is considered to further the educational philosophy and learning goals of the district. (YES) NO

- D. This material is considered appropriate to the achievement level, age, maturity, and interest of students for whom it is intended. YES  NO   
*It is consistent with CCSS ELA Grade Level Standard.*
- E. This material is considered appropriate for its intended use and treats controversial and/or significant issues appropriately. YES  NO
- F. This material is considered to present equal treatment of sexes and ethnic groups. YES  NO
- G. This material has been reviewed for profanity, obscenity, sexual incidents, moral issues, value judgments and controversial ideology or philosophy and is appropriate for grade level. YES  NO

If the answer to any of the above is **NO**, attach a detailed explanation.

If the materials contain any of the material listed in G, cite examples, page numbers and justify its use. Attached? YES  N/A

IV. Material Cost

Average cost per text \$96.00 per text

Comments: (Cost per year, per student, etc.) none

V. List of names and signatures of persons who evaluated this material on behalf of the District and community.

Signature	Date	Position	School Position
<i>George Oswald</i>	<i>4/27/15</i>	<i>Classroom Teacher</i>	<i>Classroom 7th Teacher Social Studies</i>
<i>L. Shively</i>	<i>4/27/15</i>	<i>CLASSROOM TEACHER</i>	<i>8TH GRADE SOCIAL STUDIES DEPT</i>

VI. Worksheet of Comparative Analysis

Series or title, publisher and copyright:

MyWorld  
Pearson 2012

Rate: (Low) 1 2 3 4 5 (High)

Format

1. Appropriate student editions (appearance size, color layout)	N/A	1	2	3	4	5
2. Teacher's Guides are well organized (background information, objectives, teaching strategies outlined, answers provided, motivational ideas included, inclusion of script, bibliography.)	N/A	1	2	3	4	5
3. Appropriate support materials are available and coordinated to the text.	N/A	1	2	3	4	5

Effectiveness of Material

1. Appropriate teacher's manual.	N/A	1	2	3	4	5
2. Sequential development.	N/A	1	2	3	4	5
3. Provides re-teaching and additional materials.	N/A	1	2	3	4	5
4. Provides for measuring student achievement.	N/A	1	2	3	4	5

Content

1. Consistent with course and District goals.	N/A	1	2	3	4	5
2. Offers and accurate and/or realistic treatment of the subject.	N/A	1	2	3	4	5
3. Incorporates balanced viewpoints.	N/A	1	2	3	4	5
4. Stimulates critical, creative thinking.	N/A	1	2	3	4	5

Sex/Racial/Ethnic Bias

1. Males and females are equally represented.	N/A	1	2	3	4	5
2. Stereotyping of language regarding sex is avoided.	N/A	1	2	3	4	5
3. Material(s) contains racial/ethnic balance in characters and presentation.	N/A	1	2	3	4	5
4. Vocabulary of racism is avoided.	N/A	1	2	3	4	5

Pages 3-4 may be reproduced for consideration of more than one series or title.

5. Promoted the diverse character of the United States (portrays cultural differences; treats all humans with respect, dignity and seriousness; positive presentation of heritage and culture; portrays families realistically; portrays the handicapped realistically).	N/A	1	2	3	④	5
6. Portrays sexes, socioeconomic groups, ethnic groups, etc., in an appropriate manner.	N/A	1	2	③	4	5

Literary Value

1. Is appropriate to expected intellectual readiness of students.	N/A	1	2	③	4	5
2. Stimulates critical, creative thinking.	N/A	1	2	3	4	⑤
3. Information/material is of a lasting significance.	N/A	1	2	3	4	⑤

VII. Tabulation of Comparative Analysis

This tabulation is meant to aid in the recommendation of materials and is not the only factor to be considered in selection of materials. The tabulations should be considered along with such items as narrative information, subject area, teachers' opinions, publisher provided material, etc.

A. Format	_____	5
B. Effectiveness of material	_____	4
C. Content	_____	4
D. Sex/Racial/Ethnic Bias	_____	4
E. Literary value	_____	4
<b>TOTAL RATINGS</b>	_____	<u>21</u>

VIII. Special Notes

A. List any special problems that may arise related to sex, race, or ethnic bias and how they will be handled in a classroom.

Some illustrations are drawn in a "cartoony," graphic novel format. They can be discussed with relation to artist's viewpoint.

---

- B. List any special features of this text or series that contributed significantly to its choice for recommendation.

This book has several Document Based Questions and a good deal of primary source material.

- C. List other titles considered for selection.

Houghton Mifflin: World History: Patterns of Interaction  
Holt McDougal: World History

- D. Additional rationale for selection.

This new material incorporates all of the wonderful items from our current text, but it aligns the text and the assignments with the CCSS ELA.

\_\_\_\_\_  
Signature of Building Principal

\_\_\_\_\_  
Date

# Lexile Text Measures for Pearson Social Studies Programs



Pearson’s new Social Studies programs received Lexile Text Measure scores that show they are right on target to be considered appropriate text at each grade level.

Teachers use the Lexile Framework™ for Reading to match the ability level of a reader with a text that is written at an appropriate level of difficulty. A Lexile text measure is a number indicating how difficult it is to read the text. Text difficulty is based on factors such as word frequency and sentence length. A Lexile reader measure is a number indicating a person’s ability to read. Reading ability is based on factors such as vocabulary and skills. A reader with a measure of 600L who is given a text measured at 600L is expected to have a 75% comprehension rate. The following chart shows the relationship between grade level and reader and text measures.

Grade	Reader Measures	Text Measures
1	up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1120L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11-12	940L to 1210L	1100L to 1300L

A district can choose to establish standards for students such that each student should be reading grade-level appropriate texts with 75% comprehension. This can easily be implemented by selecting texts that have Lexile measures 150L below the reader measures. It is up to educators to determine the optimal level of expected reading comprehension for each reader. (Excerpted from “Lexiles Framework and Reading Levels” and “How is Readability Determined within The Lexile Framework™ for Reading?”)

The following chart shows the Lexile text measures for Pearson Social Studies secondary courses.

Pearson Program	Text Measure
American History: Colonization – Reconstruction (middle grades)	970L
World History	1080L
U.S. History: 1877 – Present (high school)	1160L
Economics	1130L
Magruder’s American Government	1190L

**Social Studies emphases Sixth Grade:** In our study of ancient states and empires, we develop an understanding of the meaning of “civilization” and “culture” and how these ideas apply to the variety of autonomous societal organizations that have existed through history and that continue to exist. We also focus on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs with a claim, evidence, and elaboration. This is coupled with the use of correct spelling and grammar. I have been careful to align our curriculum with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

**Areas of Study:**

<b>Quarter 1</b>	<b>Quarter 3</b>
Geography	Ancient China
Ancient Mesopotamia	
<b>Quarter 2</b>	<b>Quarter 4</b>
Ancient Egypt	Ancient Latin America – Aztecs, Incas, Maya

**Social Studies emphases Seventh Grade:** In our study of the progression from ancient states and empires to the countries and governments of the Renaissance, we continue to develop an understanding of the meaning of “civilization” and “culture” and how these ideas apply to the variety of autonomous societal organizations that have existed through history and that continue to exist. We also compare a variety of religions to better understand their effect on the social and political development of Western Civilization. We focus on written history and the ability to draw facts, information, and conclusions from written sources. Our writing focuses on well-written paragraphs and well-organized essays, each with a claim, evidence, and elaboration. Throughout the year we will be working on vocabulary related to the areas of study. Second Semester will be entirely devoted to Washington State History. You will receive a detailed class overview at that time. I have been careful to align our curriculum with the Grade Level Expectations for Social Studies, as well as the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

**Areas of Study:**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February through June</b>
Ancient Greece/Rome Democracy		Europe: Dark Ages - 1400s		World Religion	Washington State History



# Social Studies Standards

## **Essential Academic Learning Requirements: A Recommended Grade-by-Grade Sequence for Grade Level Expectations – Grades K-12**

Prepared by  
Caleb Perkins, Ph.D., Program Supervisor

**Teaching and Learning/Social Studies Education**  
Office of Superintendent of Public Instruction

---

Dr. Terry Bergeson  
Superintendent of Public Instruction

Catherine Davidson, Ed. D.  
Chief of Staff

Lexie Domaradzki  
Assistant Superintendent, Teaching and Learning

---

May 2008

## Social Studies – Grade 6

*In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.*

**EALR 1: CIVICS** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

**Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**

This component is addressed in grades K, 2 – 5, 7, 8, 11, and 12.

**Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.**

**1.2.3 Understands a variety of forms of government from the past or present.**

Examples:

- Compares monarchy and democracy in ancient Greece and ancient Egypt.
- Explains the "Mandate of Heaven" as a principle in the creation of Chinese Dynasties.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.**

**1.3.1 Analyzes how societies have interacted with one another in the past or present.**

Examples:

- Examines how goods were exchanged along the Silk Road between China and the Middle East.
- Examines trade between Minoan and Egyptian societies.
- Examines alliances between the Assyrians and the Egyptians.
- Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 1.4: Understands civic involvement.**

**1.4.1 Understands the historical origins of civic involvement.**

Examples:

- Explains how the male, property-owning citizens of ancient Athens practiced direct democracy.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**EALR 2: ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

**Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**

**2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.**

Examples:

- Examines how the Phoenicians' use of finite natural resources forced them to relocate.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: People on the Move

**Component 2.2: Understands how economic systems function.**

**2.2.1 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.**

Examples:

- Compares the production and distribution of agricultural goods in Egypt and Mesopotamia.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Meeting Needs and Wants

**2.2.2 Understands how the forces of supply and demand have affected international trade in the past or present.**

Examples:

- Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants.
- Explains how demand for spices increased the trade along the Silk Road.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 2.3: Understands the government's role in the economy.**

**2.3.1 Understands the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.**

Examples:

- Explains how Sumerian priest kings' need for monetary record keeping advanced the development of cuneiform.
- Explains why people in ancient Greece established the use of coins as money to make trade easier.
- Explains the establishment of salt as a currency in Tikal and other Yucatan Nation States.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 2.4: Understands the economic issues and problems that all societies face.**

**2.4.1 Understands the distribution of wealth and sustainability of resources in the world in the past or present.**

Examples:

- Compares the deforestation of Easter Island with the current deforestation of the Amazon rain forest.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**EALR 3: GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

**Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.**

**3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.**

Examples:

- Compares past and present satellite images of the Amazon rain forest to illustrate deforestation.
- Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement.

Suggested Unit: World Geography

**3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.**

Examples:

- Identifies the location of the seven continents of the world.
- Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa.

Suggested Unit: World Geography

OSPI-developed Assessment: People on the Move

**Component 3.2: Understands human interaction with the environment.**

**3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.**

Examples:

- Examines how people in Mesopotamia shaped agriculture through the building of canals.
- Examines how Incas modified their environment to maximize crop production.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**3.2.2 Understands the characteristics of cultures in the world from the past or in the present.**

Examples:

- Explains the Mayans' ways of life, including their technology, traditions, language, social roles, beliefs, and values.
- Explains how the Sumerians developed a unique culture based on the domestication of grain.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present.**

Examples:

- Compares the factors that led to migration of the Han and the Goths into Europe.
- Compares how the physical environments of island culture influenced Maori and Polynesian migration.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: People on the Move

**Component 3.3: Understands the geographic context of global issues.**

**3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability.**

Examples:

- Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation.
- Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California's agricultural industry.
- Compares the Anasazis' struggle to find an adequate water supply in the 13th century with that of many societies today.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**EALR 4: HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

**Component 4.1: Understands historical chronology.**

**4.1.1 Analyzes different cultural measurements of time.**

Examples:

- Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**4.1.2 Understands how the rise of civilizations defines eras in ancient history by:**

- Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents.
- Explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents.

Examples:

- Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE).
- Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE).

**Component 4.2: Understands and analyzes causal factors that have shaped major events in history.**

**4.2.1 Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.**

Examples:

- Explains the impact of Confucius and Buddha on Eastern belief systems.

- Explains the impact of Aristotle on scientific investigation with human reasoning.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**4.2.2 Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.**

Examples:

- Explains how Mesopotamia and Egypt responded to environmental challenges.
- Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Enduring Cultures

**4.2.3 Understands and analyzes how technology and ideas from ancient civilizations have impacted world history.**

Examples:

- Examines the impact of the Phoenician alphabet on improved communication among societies.
- Examines the impact of irrigation on the establishment of river societies.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.**

**4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history.**

Examples:

- Describes the impact of the Code of Hammurabi on ancient Mesopotamia.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**4.3.2 Analyzes multiple causal factors that shape major events in ancient history.**

Examples:

- Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

**Component 4.4: Uses history to understand the present and plan for the future.**

**4.4.1 Analyzes how an event in ancient history helps us to understand a current issue.**

Examples:

- Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today.
- Examines how the history of "Tse-whit-zen," an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Why History?

**EALR 5: SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

**Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.**

**5.1.1 Understands positions on an issue or event.**

Examples:

- Explains positions historians take on Mesopotamia's and Egypt's responses to challenges.
- Explains one's own position on how history helps us understand current events.
- Explains one's own position on the factors that caused the Punic Wars.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Enduring Cultures

**5.1.2 Evaluates the significance of information used to support positions on an issue or event.**

Examples:

- Selects the most significant information to support positions on Mesopotamia's and Egypt's responses to challenges.
- Selects the most significant information to support positions on how history helps us understand current events.
- Selects the most significant information to support positions on what caused the Punic Wars.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Enduring Cultures

**Component 5.2: Uses inquiry-based research.**

**5.2.1 Creates and uses research questions to guide inquiry on an historical event.**

Examples:

- Develops a research question to guide inquiry on the challenges that early civilizations faced.



- Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessment: Enduring Cultures

**5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.**

Examples:

- Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times.
- Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants

**Component 5.3: Deliberates public issues.**

**5.3.1 Engages in discussions that clarify and address multiple viewpoints on public issues.**

Examples:

- Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources.
- Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessments: Enduring Cultures; Why History?

**Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**

**5.4.1 Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation.**

Examples:

- Examines multiple factors, generalizes, and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper.
- Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation.

Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)

OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants

**5.4.2 Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyright.** *e.g.*

Examples:

- Demonstrates ethical responsibility while writing a paper by using one's own words and giving credit to ideas from others.
- Explains the legal and ethical consequences of plagiarism.



## Social Studies – Grade 7

*In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1889 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.*

**EALR 1: CIVICS** The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

**Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**

**1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.**

Examples:

- Explains how liberty is defined in the Washington State Constitution.
- Explains how justice is defined in the Washington State Constitution.
- Explains how sovereignty is defined in and limited by tribal treaties.
- Explains how the Washington State Constitution defines equality when declaring that it is “the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”

Suggested Unit: WA—Railroads, Reform, Immigration, and Labor (1889—1930)

**1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.**

Examples:

- Examines the relationship between Washington State citizens’ support for Gordon Hirabayashi’s resistance to incarceration and the right to “due process” outlined in Article 1, Section 3 of the State Constitution.
- Examines the relationship between Washington State women’s contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution.
- Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution.

Suggested Unit: WA—The Great Depression and World War II (1930—1945)

**Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.**

**1.2.1 Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels, including the concept of tribal sovereignty.**

Examples:

- Explains the organization and powers of city and county government.
- Explains the organization and powers of the three branches of Washington State government.
- Explains the organization and powers of a local tribal government.
- Explains the populist features of the Washington State Constitution, including initiative and referendum.

Suggested Unit: WA—Contemporary Washington State (1980—present)

**1.2.3 Understands various forms of government and their effects on the lives of people in the past or present.**

Examples:

- Compares the effects of theocracy on the lives of people in the Islamic Caliphate and the Mayan Kingdom.
- Compares and contrasts the effects of feudalism on the lives of people in medieval Europe and Japan.

Suggested Unit: World—Major Societies (600—1450)

**Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.**

**1.3.1 Analyzes how international agreements have affected Washington State in the past or present.**

Examples:

- Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.
- Examines how treaties have affected fishing in Washington State.

Suggested Unit: WA—Contemporary Washington State (1980—present)

OSPI-developed Assessment: International Relations

**Component 1.4: Understands civic involvement.**

**1.4.1 Understands the effectiveness of different forms of civic involvement.**

Examples:

- Explains the influence of letters to the editor of the local paper on school funding and instructional resources.

- Explains the influence of testimony at public hearings on laws regulating the use of private property.
- Explains how lobbying the legislature contributed to the passage of the “Becca Bill.”

Suggested Unit: WA—Contemporary Washington State (1980—present)

**EALR 2: ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

**Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**

**2.1.1 Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing.**

Examples:

- Examines the costs and benefits of getting a credit card and accumulating debt.
- Examines the pros and cons of buying a Washington State lottery ticket.
- Examines how people in Washington State make choices about where to invest their money for the highest return and lowest risk.
- Examines how people evaluate advertising when choosing where to spend their money.

Suggested Unit: WA—Contemporary Washington State (1980—present)

**Component 2.2: Understands how economic systems function.**

**2.2.1 Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.**

Examples:

- Examines the types of services offered under feudalism in medieval Europe and Japan in helping people meet their needs and wants.
- Examines the role women played in the Washington State economy before, during, and after World War II.

Suggested Unit: World—Major Societies (600—1450)

**2.2.2 Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present.**

Examples:

- Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship.
- Examines how the impact of Japan’s demand for raw lumber affects Washington State’s lumber industry.
- Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.

Suggested Unit: WA—Contemporary Washington State (1980—present)

OSPI-developed Assessment: International Relations

**Component 2.3: Understands the government's role in the economy.**

**2.3.1 Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.**

Examples:

- Examines how the Legislature levies taxes to create public schools, state parks, and sporting arenas.
- Examines how state laws have improved the economic and living conditions of migrant farm workers through the establishment of a higher minimum wage.
- Examines how tribal councils invest monies from enterprises, such as gaming, into their communities.
- Examines what authority tribal governments have to impose taxes.

Suggested Unit: WA—Contemporary Washington State (1980—present)

**Component 2.4: Understands the economic issues and problems that all societies face.**

**2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.**

Examples:

- Examines the effects of economic growth in Washington State agriculture on the distribution of wealth and sustainability.
- Examines the relationship between types of employment and standard of living.
- Examines how the emergence of Microsoft has affected income distribution in Washington State.
- Examines the efforts of the Northwest Indian Fish Commission to co-manage the state's natural resources.

Suggested Unit: WA—New Technologies and Industries (1945—1980)

**EALR 3: GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

**Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.**

**3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.**

Examples:

- Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were.

Suggested Unit: WA—The Great Depression and World War II (1930—1945)

**3.1.2 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.**

Examples:

- Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.
- Explains the differences in spatial patterns between the agricultural regions of the Palouse and those of the Skagit Valley in Washington State.

Suggested Unit: World—Major Societies (600—1450)

**Component 3.2: Understands human interaction with the environment.**

**3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.**

Examples:

- Examines how the Columbia Basin Irrigation Project impacted the Yakima River.
- Compares how Washington State's suburban and rural communities have impacted the environment differently.
- Examines the impact of urban sprawl on the natural environment and communities.

Suggested Unit: WA—New Technologies and Industries (1945—1980)

OSPI-developed Assessment: Humans and the Environment

**3.2.2 Understands examples of cultural diffusion in the world from the past or in the present.**

Examples:

- Explains the spread of Christianity and Islam across Europe and Africa.
- Explains how the Norman Conquest of England led to the diffusion of French language into English.
- Explains how the Islamic culture influenced European art during the Renaissance.
- Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest.

Suggested Unit: World—Major Societies (600—1450)

**3.2.3 Understands the role of immigration in shaping societies in the past or present.**

Examples:

- Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities.
- Understands the role of the Klondike Gold Rush on the development of Seattle.



Suggested Unit: WA—Railroads, Reform, Immigration, and Labor (1889—1930)

**Component 3.3: Understands the geographic context of global issues.**

This component is addressed in grades 3, 4, 6, and 8 – 12.

**EALR 4: HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

**Component 4.1: Understands historical chronology.**

**4.1.1 Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.**

Examples:

- Examines how the Crusades are represented differently on Christian and Muslim timelines.
- Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines.

Suggested Unit: World—Major Societies (600—1450)

**4.1.2 Understands how themes and developments have defined eras in Washington State and world history by:**

- **Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world.**

Examples

- Explains and compares the development of Islam and Hinduism.
- Explains and compares feudalism in Japan and Europe.
- Explains and compares the development of the Aztec empire with that of the Mali kingdom.
- Explains and compares the development of the Incan Empire with that of ancient Ghana.

- **Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:**

- **Territory and treaty-making (1854—1889).**
- **Railroads, reform, immigration, and labor (1889—1930).**
- **The Great Depression and World War II (1930—1945).**
- **New technologies and industries (1945—1980).**
- **Contemporary Washington State (1980—present).**

Examples:

- Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period.

- Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform.
- Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State.
- Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries.
- Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington.

**Component 4.2: Understands and analyzes causal factors that have shaped major events in history.**

**4.2.1 Understands and analyzes how individuals and movements have shaped Washington State or world history.**

Examples:

- Explains the impact of Muhammad and the spread of Islam on world civilization.
- Explains the impact of Chapultepec on the development of Meso-America.

Suggested Unit: World—Major Societies (600—1450)

**4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.**

Examples:

- Explains how the experiences of the Polynesians on Easter Island show the effect of exploitation of limited natural resources.
- Explains how the Mali Empire shaped African history in the 11th century and beyond.

Suggested Unit: World—Major Societies (600—1450)

**4.2.3 Understands and analyzes how technology and ideas have impacted Washington State or world history.**

Examples:

- Examines how the invention of algebra by Muhammad ibn Musa al-Khwarizmi led to advancements in mathematics, astronomy, astrology, geography, and cartography.
- Examines the effects of the moveable type on literacy in Song China.

Suggested Unit: World—Major Societies (600—1450)

**Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.**

**4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.**

Examples:

- Constructs an interpretation of why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State.

- Examines conflicting accounts of the effects of dams in the Pacific Northwest.

Suggested Unit: WA—The Great Depression and World War II (1930—1945)

OSPI-developed Assessment: Dig Deep—Analyzing Sources

**4.3.2 Analyzes multiple causal factors that shape major events in Washington State or world history.**

Examples:

- Presents a position on the causes and outcomes of the Indian Wars in Washington Territory, demonstrating understanding of varying viewpoints of the conflict.

Suggested Unit: WA—Territory and Treaty-Making (1854—1889)

OSPI-developed Assessment: Causes of Conflict

**Component 4.4: Uses history to understand the present and plan for the future.**

**4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.**

Examples:

- Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities.
- Examines how the history of the Islamic Empire helps us understand issues in the Middle East today.

Suggested Unit: WA—New Technologies and Industries (1945—1980)

**EALR 5: SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

**Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.**

**5.1.1 Understands evidence supporting a position on an issue or event.**

Examples:

- Explains the evidence supporting a position on how the World Trade Organization has affected trade between Washington State and Japan.
- Explains the evidence supporting a position on how the North American Free Trade Agreement has affected trade between Washington State and Canada.

Suggested Unit: WA—Contemporary Washington State (1980—present)

OSPI-developed Assessment: International Relations

**5.1.2 Evaluates the breadth of evidence supporting positions on an issue or event.**

Examples:

- Critiques how one accounts for a range of perspectives when developing a position on the trade relationship between Washington State and Japan.
- Critiques how one accounts for a range of perspectives when developing a position on the effects of the North American Free Trade Agreement on the Washington State economy

Suggested Unit: A—Contemporary Washington State (1980—present)

OSPI-developed Assessment: International Relations

**Component 5.2: Uses inquiry-based research.**

**5.2.1 Creates and uses research questions to guide inquiry on an issue or event.**

Examples:

- Develops a research question to guide inquiry on how the demand for lumber in Japan and the supply of lumber in Washington State led to a trade relationship between the two countries.
- Develops a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.

Suggested Unit: WA—Contemporary Washington State (1980—present)

OSPI-developed Assessments: International Relations; Dig Deep – Analyzing Sources; Causes of Conflict

**5.2.2 Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.**

Examples:

- Critiques the range of perspectives reflected in sources related to feudalism in Japan and Europe during the Middle Ages.
- Critiques the range of perspectives reflected in sources related to the Crusades.

Suggested Unit: World—Major Societies (600—1450)

OSPI-developed Assessments: Dig Deep – Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment

**Component 5.3: Deliberates public issues.**

**5.3.1 Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.**

Examples:

- Engages in a Socratic seminar to analyze and respond to the multiple viewpoints on how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.
- Engages in a discussion to analyze and respond to the multiple viewpoints on how treaty fishing rights have affected the return of the Chinook salmon to the Columbia River.

Suggested Unit: WA—Contemporary Washington State (1980—present)

OSPI-developed Assessment: International Relations

**Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**

**5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.**

Examples:

- Examines the lasting impact of the incarceration of Japanese Americans using newspapers, governmental records, and journals of those who were incarcerated.
- Examines the impact of feudalism in medieval Europe and Japan using art and artifacts.

Suggested Unit: World—Major Societies (600—1450)

OSPI-developed Assessments: Dig Deep – Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment

**5.4.2 Creates annotated bibliography or works cited page using an appropriate format.**

Examples:

- Develops a bibliography annotated with a summary of the resources used, non-text features of the resources, and the questions the resources answer.

## MS Social Studies Port Townsend

### School Information:

**PORT TOWNSEND SCHOOL DIST 50**

School/District Name

**1610 BLAINE ST STURAT BLDG**

Address

**PORT TOWNSEND, WA 98368**

City / State / ZIP

**(360) 379-4501**

Phone Number

### Purchase Summary

Description	# Pupils	Cost Per Pupil	Amount Free	Amount Charged
American History 2016	130	\$78.43	\$1,921.52	\$10,196.40
my World History 2012	260	\$79.36	\$5,139.98	\$20,632.80
Total Pupil & Cost Per Pupil	390	\$79.05		
<b>Subtotal</b>			\$7,061.50	\$30,829.20
<b>Shipping &amp; Handling</b>				\$2,466.34
<b>Total</b>				\$33,295.54

\* Prices effective through Sept. 30, 2015.

\*\* Prices do not include applicable taxes.

\*\*\* Titles are subject to change without notice.

To Order:  
 Curriculum Customer Service  
 Email: [k12customerservice@pearson.com](mailto:k12customerservice@pearson.com)  
 Phone: 1-800-848-9500  
 Fax: 1-877-260-2530  
 Online at OASIS: <http://k12oasis.pearson.com>  
 ucvtam\_S00000023 04/30/2015

## **Presidential Youth Fitness Program and FITNESSGRAM**

For many years, Blue Heron School and Port Townsend High School have used the Presidential Physical Fitness Challenge to assess students' fitness and their scores were compared to the national average in various activities relating to the fitness components (muscular strength and endurance, cardio endurance, and flexibility). Achievements were based on scoring in the 50<sup>th</sup> percentile in all of the activities and the higher achievers in the 85<sup>th</sup> percentile.

The President's Council on Fitness, Sports, and Nutrition replaced the President's Challenge with the Presidential Youth Fitness Program (PYFP) which provides a new model for fitness assessment. The program reinforces fitness education so young people develop a cognitive understanding about fitness and adopt healthy lifestyles. The focus is more on being active and less on performance.

The web-based program to aid in this program is called FITNESSGRAM. This is a comprehensive reporting tool to assess physical fitness and physical activity levels. Scores are entered into the software and teachers, students, and parents can access the reports and from that determine what kind of physical activity is needed to achieve the health zone standard. It is used as the assessment of the PYFP because it:

1. Uses criterion-referenced standards. This means that a student can compare his/her scores with standards that have been identified for good health. This system prevents students from being compared to other students participating in the assessment.
2. Assesses the current fitness level of students and promotes individual goal setting to allow students to take ownership of their health.
3. Does not assess skill or athletic ability.

The funding we were awarded covers three years of the FITNESSGRAM software use, tech support, training, texts, and student awards. After the third year, it will cost us \$149 a year for the web hosting. Brockport Physical Fitness Test is part of the program, which assesses students with disabilities.

Funding comes from General Mills Foundation and is administered by The National Foundation of Fitness, Sports, and Nutrition, SHAPE America (Society of Health and Physical Educators), and The Cooper Institute, co-sponsors of PYFP.

Mark Tallarico  
PE Teacher

PORT TOWNSEND SCHOOL DISTRICT NO 50  
CALENDAR OF EVENTS  
May 26, 2015 – June 12, 2015

- May 26 School Board Regular Meeting, 6:00 p.m.  
Policy Review Committee Meeting, 3:30 p.m. (Jennifer, Pam)
- May 27 2 Hr. Early Release, all schools  
HS Band and Orchestra Concert, 7:00 p.m.  
GS Kindergarten Orientation, 6:30 – 7:30 p.m.  
Facilities Committee Meeting, 3:30 p.m. (Nathanael, Jennifer)
- May 29 8<sup>th</sup> Grade Dinner/Dance 5:30 – 9:00 p.m.
- May 30 BH Festival Orchestra to Federal Way
- June 1 HS Scholarship Awards, BH, 6:00 p.m.
- June 2 Last Day of classes for graduating seniors
- June 3 HS Awards Assembly, 10:00 a.m., HS Auditorium  
HS Competitive Teams Awards, Erickson Building at Fairgrounds, 6:00 p.m.  
2 Hr. Early Release, all schools
- June 4 Tech Committee Meeting, 3:30 p.m.
- June 5 Graduation, McCurdy Pavilion, 7:00 p.m.
- June 8 GS Talent Show  
School Board Work/Study Meeting, 6:00 p.m.
- June 9 GS PTA Meeting, 6:30 p.m.
- June 10 GS Field Day and BBQ  
Facilities Committee Meeting, 3:30 p.m. (Nathanael, Jennifer)
- June 11 2 Hr. Early Release, all schools  
Instructional Materials Committee Meeting, 3:30 p.m. (Holley, Keith)
- June 12 LAST DAY OF SCHOOL, 2 Hr. Early Release, all schools  
BH 8<sup>th</sup> Grade Celebration
- June 22 School Board Regular Meeting, 6:00 p.m.



# Port Townsend School District -- STUDENT TRAVEL STUDENT TRAVEL AUTHORIZATION - TRANSPORTATION REQUEST

DUE TO PRINCIPAL AT LEAST 7 DAYS IN ADVANCE OF TRIP  
(30 DAYS IN ADVANCE OF OVERNIGHT TRIP, TO ENSURE BOARD APPROVAL)

Field Trip                     
  ASB Activity                     
  Other \_\_\_\_\_

Submitted by: Jennifer Nielsen                      Date of Request: 5/12/15  
(teacher/advisor/coach)

For Class/Student Group: PTHS 9-12  
(include grade level)

Date(s) of trip(s): 6/8/15 - 6/14/15                      Departure time: See attached am/pm

Destination(s): OSF                      Return time: \_\_\_\_\_ am/pm

Address: \_\_\_\_\_ City/State: Ashland Oregon Zip Code: \_\_\_\_\_ Contact name/Phone: Jennifer Nielsen 379-6761

# of Students: 17 # of Adults: 3  
 Funding Source: Student fee  
Description Drama ASB fund  
 Charge to: 4046  
Account Code

**Estimated Costs of Trip/Activity:**

Transport: \$ \_\_\_\_\_ Subs: \$ \_\_\_\_\_

Other: \$ \_\_\_\_\_  
(description of other costs)

**FIELD TRIPS:**

*District Policy/Procedure #3220P: "Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom."*

Reason for trip (List educational purpose of the trip, objectives/activities planned): \_\_\_\_\_  
OSF - Seeing plays for drama students  
as well as participating in other drama activities.

How will students be transported?:  District Bus  District Van  Other \_\_\_\_\_

Yes  / No  -- Substitute(s) required? Yes \_\_\_ How many? \_\_\_ Date requested in SubOnline: \_\_\_\_\_

- Itinerary & parent permission slip must be attached.
- Food Services must be notified. Email Pam Rondeau at prondeau@ptschools.org AND Denise Larson at dl Larson@ptschools.org. Date notified: \_\_\_\_\_

**DISTRICT TRANSPORTATION REQUEST:**

Bus Transport \_\_\_\_\_ estimated #                       District Van \_\_\_\_\_ estimated #

# of Student in Wheelchairs: 0                      \*Ferry Required -- Yes  / No  \_\_\_\_\_  
Which Terminal?

Other Information: \_\_\_\_\_ \*If yes, you must complete the online form at  
[www.wsdot.wa.gov/ferries/infodesk/faq](http://www.wsdot.wa.gov/ferries/infodesk/faq) under School Groups, Student Safety

\*(WSDOT requests notification 72 hours in advance of all school travel by ferry - bus, van, or walk-on; must include estimated number of students under 90 lbs.)

**Building Approval:**  
C. Thhardt 5/12/15  
(Principal) (Date)

**District Approval (out-of-state &/or overnight trips)**  
David Engle 5/13/15  
(Superintendent/Designee) (Date)

Distribution -- Signed/Approved Copies to :  Requester,  Building Secretary,  District Office

Port Townsend High School  
FIELD TRIP TO  
The Oregon Shakespeare Festival  
Ashland, Oregon  
Monday, June 8<sup>th</sup> - Sunday, June 14<sup>th</sup>, 2015

Permission Form

For this field trip, students will meet Mrs. Nielsen and Mr. Guthrie by the Lincoln Building at the school vans on Monday, June 9<sup>th</sup> at 8:30 A.M. We will travel by school van(s) and private car(s) to Ashland, Oregon. We will be staying at the Ashland Hostel through June 14<sup>th</sup>, when we will climb back in the van(s)/car(s) and head home. In between we will see seven plays and enjoy other activities in and around the festival. The plays we will see are: *Guys and Dolls*, *Anthony and Cleopatra*, *Pericles*, *Much Ado About Nothing*, *Fingersmith*, *Head Over Heels* and *The Count of Monte Cristo*.

The cost per student is \$200.00 but some scholarship funds are available for those who have a financial hardship. Students will need to bring between \$100.00 - \$150.00 for lunches, souvenirs and extras. The drama fund will cover the cost of groceries for breakfasts, snacks and dinners for the whole trip. Please see the suggested packing list from the Ashland Hostel as you prepare for the trip.

**\*\*Suitability Warning for *Fingersmith*:** (From OSF) This world premiere adaptation of Sarah Waters' celebrated novel is a psychologically rich and intriguing mystery. The play contains an instance of rear female nudity and three sex scenes in which the characters are clothed; two between the play's heroines and one between a man and a woman. Brief snippets of 19th century erotica are read, there is occasional strong profanity, as well as physical and emotional violence inflicted in a madhouse. Mature high school students who are prepared to handle the play's content will enjoy this literate and thrilling look at Victorian England through the lens of Waters' 21st-century feminist point of view.

-----Detach along this dotted line. Keep the top for reference.-----

I give my permission for \_\_\_\_\_ to attend the Oregon Shakespeare Festival trip from June 8 - 14, 2015.

**Medical Information: (Required)**

Should your student become ill or injured while he/she is on a field trip, the parent or guardian will be notified as soon as possible. However, there may be instances when neither parent nor guardian can be reached. In the event of a serious injury or illness requiring immediate medical/dental attention, your signature below is authorization for the chaperoning staff to obtain emergency care at the nearest medical/dental facility.

- My insurance company is \_\_\_\_\_
- My insurance identification number is \_\_\_\_\_
- My child has the following allergies: \_\_\_\_\_
- My child is on the following medications: \_\_\_\_\_
- A phone number where a parent can be reached in case of emergency is \_\_\_\_\_
- \_\_\_\_\_ or \_\_\_\_\_
- In case of emergency, who should be contacted for providing information, care and/or transportation for your student in the event you, the parent or guardian cannot be reached? \_\_\_\_\_ phone number \_\_\_\_\_

Student: \_\_\_\_\_

Parent Name: (Print) \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Oregon Shakespeare Field Trip Schedule

### Monday June 8<sup>th</sup>

Meet at the Lincoln Building 8:30 am

Board the vans and drive to Ashland. (Bring snacks...lunch will be provided)

Approx. 5:30 PM Check into the hostel.

Dinner and Bed

### Tuesday June 9<sup>th</sup>

9:00 - 10 AM Breakfast

10:00 AM - 6:00 PM Free time in town for shopping and sight-seeing

6:00 - 7:30 PM Dinner and clean up at the hostel

*ANTONY AND CLEOPATRA* 8:00 PM

### Wednesday, June 10<sup>th</sup>

9:00 - 10 AM Breakfast

10:00 - 1:00 Free time in town for shopping, sight-seeing, lunch, etc.

*MUCHADO ABOUT NOTHING* Wednesday, Jun 10, 2015 1:30 PM

5:00 - 7:00 Dinner

7:00 - 7:30 Pre-show discussion

*FINGERSMITH* 8:00 PM

### Thursday, June 11<sup>th</sup>

9:00 - 10 AM Breakfast

10:00 - 1:00 Free time in town for shopping, sight-seeing, lunch, etc.

*GUYS AND DOLLS* 1:30 pm

5:00 - 7:00 Dinner

7:00 - 7:30 Pre-show discussion

*THE COUNT OF MONTE CRISTO* 8:00 PM

### Friday, June 12<sup>th</sup>

9:00 - 10 AM Breakfast

Free Day

Swimming at Emigrant Lake

### Saturday, June 13<sup>th</sup>

8:00 - 9:30 AM Breakfast

BACKSTAGE TOUR 10:00 AM

11:00 - 1:00 Free time in town for shopping, sight-seeing, lunch, etc.

*PERICLES* 1:30 PM

5:00 - 7:00 Dinner

7:00 - 7:30 Pre-show discussion

*HEAD OVER HEELS* Saturday, Jun 13, 2015 8:00 PM

### Sunday, June 14<sup>th</sup>

8:30 AM Board the vans and come home.

**Port Townsend School District NO. 50**  
**1610 Blaine Street**  
**Port Townsend, WA 98368**

**Student Day 2015-2016**

<b>School</b>	<b>Classes Begin</b>	<b>Classes End</b>
<b>Grant Street</b> (All-Day K, Grades 1-3 and OPEPO)	8:00 a.m.	2:30 p.m.
<b>Grant Street</b> AM only K	8:00 a.m.	11:00 a.m.
<b>Blue Heron</b>	8:10 a.m.	2:50 p.m.
<b>PTHS</b>	8:15 a.m.	2:50 p.m.

## INSTRUCTION

### Waiver of High School Graduation Credits

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that unusual circumstances may result in a student's inability to earn all twenty-four credits required for high school graduation. Unusual circumstances may include, but are not limited to:

- A. Homelessness
- B. A health condition resulting in an inability to attend class
- C. Limited English proficiency
- D. Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the Federal Rehabilitation Act of 1973
- E. Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school
- F. Transfer during the last two years of high school from a school with different graduation requirements
- G. Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the Port Townsend School District Application for Waiver of High School Graduation Credits (Form 2418F) with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References	2410	High School Graduation Requirements
Legal References:	RCW 28A.345.080	Model policy and procedure for granting waivers of credit for high school graduation
	WAC 180-51-068	State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015
	WAC 180-51-050	High school credit – Definition
Management Resource:	Policy News April 2015	

**Date: 5/26/15**

**From:** Walker Wilson  
**Sent:** Tuesday, May 05, 2015 4:48 PM  
**To:** Scott Wilson  
**Subject:** Resignation

It is with deep sorrow, that I resign amidst these trying times from both the position of assistant boys basketball coach and 7th/8th grade girls basketball coach. While my record of 1-26 is both incredible and awe-inspiring, and many offers for me to become the next coach wooden have been arriving in the mail, my new focus is playing the piccolo and I need to devote all of my already limited free time to it.

Thanks Scott for the opportunity and it was a very good learning experience. It was good to learn coaching the boys but I think you are right in terms of the value of the experience down at blue heron. I wish I could continue staying on the team. I also want to express my gratitude about the candor that both you and amy have used in conversations with me. I have needed it immensely and the school district here is lucky to have you both!

Cheers and thanks for everything!

Sincerely walker