

Monday, March 16, 2020

Dear Chase Students and Families,

As we got the news of the school shut down on Friday during class and were trying to wrap our minds around the concept of no school for six weeks, a student asked me, "Is this something kids will read about in their history books like 20 years from now?" And my response was, "Yes." This is historical in its scope in terms of the magnitude of the impact of the coronavirus as well as the ripple effects that social distancing will have on all of us. As you have likely been hearing from a multitude of sources, we will continue to provide educational opportunities so that students can continue their education at home, which will help to ease some of the angst and pressure that many may feel both now and also upon their return to classes in April.

I must say that I cannot emphasize enough the importance of continuing to read, to learn, to question and to participate in both mental and physical activities that will support our well-being during these coming weeks. That being said, what that looks like for each individual will vary. And, at this point, we don't have all of the answers figured out. But please know that there will be flexibility and understanding of students' ability to participate in this at-home model of learning paired with encouraging some level of academic press during the next six weeks. And, know that I will be available via email on a daily basis for you and your student. To that end, here is our tentative plan for Social Studies.

Each week I'll be sending out, via school email, packets that will ultimately cover Chapters 4-7 in the textbook, *Washington, A State of Contrasts*. The good news is that not only has each student been checked out a copy of our textbook, but the district has now provided access to the text online as well. Information as to how to access the text online is included in the end of this letter. I have created a syllabus that addresses what students should study when, starting with finishing our current essay and ending with Chapter 7. I know that there will be many questions about grading and "what if" scenarios regarding how far students can get through the curriculum at home. I'll be addressing much of that on a one-on-one basis with students and families via email. For now, we'll set these goals and go from there.

How will students complete these packets? My thinking is three-fold. Some may prefer to print them out at home if that is possible. Then they can simply do the packets with paper/pencil. Others may choose to take lined notebook paper, number their responses, and read the questions online and then simply record their responses separately on their notebook paper. Finally, some students may prefer to open the document in Word and type their responses and do a "save as" option that will allow them to print the packet with their answers either at home or later at school. For those with limited access to online materials, I will have printed out the first packet and have it available to students today. I am not sure if the school will have options for access to printed materials beyond March 16<sup>th</sup>, but at least students will have their essay and the Chapter 4 packet available to them in printed form for now.

What happens when classes resume in April? Much of that is unknown at this point, but that doesn't mean we don't have a tentative plan. The hope is to spend the first week back resetting norms of behavior and academic expectations, to reconnect with each other, and assessing how far, both individually and as a group, we got with the history curriculum. I expect there will be a range of learning with this and will do my best to address that while still moving us forward through the curriculum.

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Please don't hesitate to contact me and encourage your student to do the same. We are now, more than ever, in this together and I am happy to address any questions or concerns as they arise. My contact information is below.

Best Regards,

Patti Goeller  
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Chase Middle School  
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### **Tentative Syllabus for Washington State History—Mrs. Goeller**

**March 16-20:** Chapter 3 Essay: *Coastal and Plateau Indians*  
edit/revise rough draft of compare/contrast essay (RD will not be graded due to shut down)  
type final copy, submit via Office 365 or print and bring in April  
or write out by hand and bring in April

**March 23-27:** Chapter 4 Packet: *Sea and Land Explorers*  
Packet will be emailed to students  
Textbook is now online but students also have their own copy to use

**March 30-April 4:** Chapter 5 Packet: *The Fur Trade Era*  
Packet will be emailed to students

**April 6-10:** Spring Break

**April 13-17:** Chapter 6 Packet: *The Early Missionaries and Pioneers*  
Packet will be emailed to students

**April 20-24:** Chapter 7 Packet: *Territorial Government and Indian Wars*  
Packet will be emailed to students

**April 27-May 1:** Return to School!  
Regroup, share out, move forward

### **Directions for Accessing the Textbook, *Washington, A State of Contrasts*, Online:**

Students: Copy the link below and paste it into your browser to access the textbook online:  
<https://sps81.sharepoint.com/sites/SecondarySocialStudies/Shared%20Documents/7th%20Grade%20Washington%20History/Student%20Textbook/WA%20History%20Full%20Student%20Textbook.pdf>