**WEBB BRIDGE MIDDLE SCHOOL**

**2018-2019 8thGrade Georgia Studies Syllabus**

1. **Teachers:**

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| **Teacher Name** | **Email Address** |
| Amber Bean  | Beana@fultonschools.org |
| Kevin Cooke | Cookeke@fultonschools.org |
| Jennifer Foil | Foilj@fultonschools.org  |
| Andy Irvin | Irvin@fultonschools.org |
| Lindsay Weaver  | Weaverl2@fultonschools.org  |

1. **Textbook**(s):

Social Studies resources are available at <https://launchpad.classlink.com/fcs>

Every student will receive his/her own workbook from Gallopade Curriculum as well. The cost of the replacement workbook is $17.99.

1. **Course Description**:

Students trace the history of Georgia in the context of the development of the entire U.S. nation. A chronological focus includes the foundation of Georgia in the 18th century through the state’s development in the 21st century. Students also examine the characteristics of state government, public issues, and citizen rights and responsibilities. In addition, they explore contemporary and historical comparisons of state and national political institutions. Goals, objectives and accommodations for students with Individual Education Plans will be addressed in this course. If this is a TAG class, you should expect a more differentiated curriculum that includes higher level thinking, problem-solving, and creative thinking skills. While we will be following the Georgia Standards of Excellence curriculum, we also enrich the existing curriculum to meet the challenging needs of our gifted students.

1. **Course Outline**:

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| **First Semester** | **Second Semester** |
| Georgia Geography  | Georgia in a Divided Nation Part II: The War |
| Georgia Government (State) | Reconstructing a New South in Georgia |
| Georgia’s Colonization | Developing National Identities (Georgia’s role in WWI, the Great Depression and WWII) |
| Revolution in Georgia | Societal and Technological Growth (The postwar period, Civil Rights Movement, and modern GA) |
| Georgia in a Divided Nation Part I: The Antebellum period | Personal Finance |

1. **Teacher/Parent Communication**:

Email – is the most efficient way to contact teachers

Conferences – may be scheduled based on each student’s needs

Interim Report Cards – come home every 4 ½ weeks

Infinite Campus – please check frequently for your child’s progress and always provide us with your current email address.

Please ensure you are also registered for the **Infinite Campus** so you can view your child’s grades. Teachers will post grades in Infinite Campus within 2 weeks of test dates or project/assignment due dates.

1. **Grading Weights**:

60% -Summative (evaluates learning and standards mastery at the end of an instructional unit; possibilities- tests, projects, presentations, papers, performance-based assessment, final exam.

40%- Formative (monitors, provides feedback, and checks in on student learning throughout the instructional unit; possibilities- quizzes, classwork, graded homework)

0% Progress Reporting (monitors, provides feedback, and checks in on student learning throughout the instructional unit but does not count in the course grade)

**The information provided below pertains to policies and procedures**

**consistent in every Webb Bridge Middle School classroom.**

**GRADING SCALE**

Letter grades will be assigned according to Fulton County’s approved grading scale, which is as follows: A—100-90, B—89-80, C—79-70, F—69-0.

**LOST/DAMAGED BOOK POLICY**

Students are financially responsible for all books issued by Webb Bridge Middle School. The cost of replacement will be assigned to any student that loses or damages the workbook he/she was issued.

**Infinite Campus**

Webb Bridge Middle School has a program called Infinite Campus that allows you to view your child’s academic progress and attendance on-line. You may contact Betsy Hedger at 470-254-2940 X48727 or email her at Hedgerb@fultonschools.org for more information. All parents must come in to the school and show picture identification in order to obtain login information and a password to your account.

**MAKE-UP WORK POLICY**

Following an absence, it is the student’s responsibility to contact his/her teachers to arrange for make-up work. The contact must be made within one school day of returning. If the teacher is absent, contact should be made upon the first day of the teacher’s return.

Students are given the same number of days to complete make-up work as the absence, not including the day of return. For instance, if a student is absent two consecutive days, he/she has two days (not including the day of return) to complete the assignments. The teacher will establish a reasonable schedule for completing tests, labs, etc. that cannot be done independently by the student. The policy above applies to excused absences. Students with an excused absence are eligible to make-up work for full credit. While students are allowed to make up work due to unexcused absences, the make-up work for students with unexcused absences may be penalized up to 10% of the maximum value of the graded assignment.

Assignments made prior to the absence, including tests/quizzes scheduled for the day of return, are generally due upon the student’s return. Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit.

Failure to complete make-up work within the designated time frame may result in a grade reduction for the assignment.

Assignments missed due to pre-approved absences are due upon the student’s return unless the teacher has approved other arrangements in advance.

**LATE ASSIGNMENTS:**

In an effort to promote accountability, responsibility, and executive functioning growth, students are expected to submit academic work on the due date assignment by teachers. **Ten points** will be deducted each day an assignment is late, but will not exceed thirty points.  If the assignment would have earned an 80 or above if turned in on time, then 70 is the minimum score it will receive. Students may not submit late materials once the unit of study has ended. In other words, once the student has taken the summative assessment for the unit, the work that was due for that unit will remain “NHI” (not handed in), which counts as a zero in the gradebook.

**FINAL EXAMS:**

Final exams will not be administered early; thus, any student enrolled in an 8th grade level course should make every effort to be present on the following dates: December 17, 18, 19 and May 18, 19, 20.

**HONOR CODE:**

In an effort to encourage good study habits, fair competition, and positive development in the area of academics, the Webb Bridge faculty supports a strong policy for academic honesty.  Student assignments turned in for grading should be the sole work of that individual student.  To prevent cheating, including plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given explicit permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate.  Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible or copy and paste from a resource. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing an assignment.

An environment of academic integrity is the work of all members of the WBMS community; thus, the duty to report any part of academic dishonesty falls on all including students. If any community member suspects or witnesses academic dishonesty, he or she is required to report the incident immediately (within 24 hours) to his or her teacher or administrator. Students who knowingly make false accusations are subject to disciplinary consequences.

Students who are found in violation of the WBMS Honor Code Policy will receive academic and disciplinary consequences. Students will be responsible for re-assessment up to 70 percent and disciplinary consequences will be based on the student's responsibility cycle.

 \*No electronic device may be displayed during any assessment without the explicit direction from the teacher. Violating this requirement may result in an Honor Code violation.

**WBMS RECOVERY POLICY**

Re-teaching/Reassessment/Recovery

Student grades represent what a student knows, understands, and can do. To that end, if students are failing, they are not learning. With this in mind, if a student fails a summative assessment or has a cumulative average of 74 or below he/she is eligible for reassessment/recovery. Once all work is completed, the student will be required to work with his/her teacher to participate in a re-teaching activity before reassessment to cement learning. The highest grade that can be earned on this re-assessment is 74%. If the student does not work with the teacher to re-learn the standards and has not attempted to meet the course requirements, he or she will not be given the opportunity to re-assess. Students must complete the reassessment prior to the next summative assessment. All recovery work must relate directly to course objectives and must be completed ten school days prior to the end of each semester.

Suggested academic skills to avoid reassessment may include:

--Regularly attended help sessions

--Conferenced with teacher

--Completed all unit work

--Actively engaged in class

--Ask and respond to questions in class

--Completed study aides prior to assessments when provided

--Participate in class activities

--Taken notes and create study aides

**WBMS CONTENT HELP SESSIONS SCHEDULE**

Mondays: Language Arts/Reading/World Language

Tuesdays: Designated Staff Meetings

Wednesdays: Math

Thursday: Social Studies and Connections

Friday: Science

**COMMUNICATION WITH FACULTY**

Due to limited access to phone during the day, please email faculty members with questions and concerns, so they may answer inquiries and resolve issues. Parents and guardians may arrange individual teacher-parent conferences teachers; however, if a conference with more than one teacher is desired, the student’s counselor can help coordinate the meeting. Parents must meet face-to-face with a teacher before requesting a meeting with counselor; parents must meet face-to-face with a counselor and teacher before requesting a meeting with grade-level administrator.