



**Webb Bridge Middle School**  
**2021-2022 Georgia Studies SYLLABUS**

*Through an inclusive community, we commit to cultivate each facet of each child in order to  
have a positive impact on tomorrow's world.*

**Exemplifying Excellence Every Day through the Webb Way!**

**Respect • Responsibility • Citizenship • Perseverance • Integrity • Positivity**

**1. Teachers:**

<b><u>Teacher Name</u></b>	<b><u>Email Address</u></b>
Amber Bean	<a href="mailto:Beana@fultonschools.org">Beana@fultonschools.org</a>
Jana Bernhardt	<a href="mailto:Bernhardtj@fultonschools.org">Bernhardtj@fultonschools.org</a>
Kevin Cooke	<a href="mailto:Cookeke@fultonschools.org">Cookeke@fultonschools.org</a>
Andy Irvin	<a href="mailto:Irvin@fultonschools.org">Irvin@fultonschools.org</a>
Melanie McCutcheon	<a href="mailto:McCutcheon@fultonschools.org">McCutcheon@fultonschools.org</a>
Tamara Watson	<a href="mailto:Watsont3@fultonschools.org">Watsont3@fultonschools.org</a>
Lindsay Weaver	<a href="mailto:Weaverl2@fultonschools.org">Weaverl2@fultonschools.org</a>

**2. Textbook:**

Classroom set: Gallopade Curriculum. Website <https://www.gallopadecurriculum.com/can>. You can also access Gallopade through classlink in the social studies tab. Every student will receive their own yellow workbook from Gallopade Curriculum as well cost to replace yellow workbook is \$25.

**3. 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. While we will be following the Georgia Standards of Excellence curriculum, we also enrich the existing curriculum with unique materials to meet the needs of all students. If this is a TAG class, you should expect a more differentiated curriculum that includes problem-solving and creative thinking skills. Additionally, Goals, objectives, and accommodations for students with Individual Education Plans will be addressed in this course. Students will apply reading comprehension skills throughout this course.

**4. Course Outline:**

<b>First Semester</b>	<b>Second Semester</b>
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

**The information provided below pertains to policies and procedures consistent in every Webb Bridge Middle School classroom.**

**GRADING CATEGORIES AND WEIGHTS:**

All middle school course gradebooks at WBMS are set up the same:

- **60% - Major:** An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed. *Major assessments evaluate learning and standards mastery at the end of an instructional unit; possibilities - tests, projects, presentations, papers, and performance-based assessment.*
- **40% - Minor:** An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed. *Minor assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit; possibilities - quizzes, classwork, **graded** homework.*
- **0% - Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. *Practice assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit but does not count in the course grade*

**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.

**INFINITE CAMPUS**-Campus Parent and Campus Student Portal

The Infinite Campus portals - Campus Parent and Campus Student - provide access to information for all enrolled students in their household. Information includes grades, attendance, assignments, and school announcements.

Have questions regarding your Parent/Student Portal account? Help is available by calling 470-254-2700 Monday through Friday, 7:30 a.m. - 6:00 p.m. or by emailing [campusparent@fultonschools.org](mailto:campusparent@fultonschools.org)

Please click here for more information- <https://www.fultonschools.org/infinitecampus>

**LOST/DAMAGED BOOK POLICY**

Students are financially responsible for all books issued by Webb Bridge Middle School. Textbooks may not be left in classrooms, and teachers are not responsible for students' books once books have been issued to the student.

The copy issued to the student must be turned in at the end of the course. Students will not receive credit for turning in another student's book, and students may not turn in replacement books. The cost of replacement will be assigned to any student that fails to turn in the exact book she/he was issued and/or to any student that turns in a damaged book.

### **MAKE-UP WORK POLICY**

Students should make every effort to complete any missing work in a timely manner. Student must complete any make-up work at least ten (10) school days prior to the end of the grading period. The student and/or parent/guardian must assume the responsibility for contacting the teacher about any missing work. If the work is satisfactory, no matter if the absence was excused or unexcused, full credit should be given.

### **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.

### **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.

- All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment, per course.
- Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 79. ***For clarity, grades should be input into the gradebook as "highest grade.lowest grade" EX: 79.65***
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

**If students are struggling, these are 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**

**HELP SESSION SCHEDULE (Students may attend any teacher's help session)**

Monday—ELA/Reading/World Language

Tuesday--None

Wednesday—Math

Thursday— Social Studies and Connections

Friday—Science

## **COMMUNICATION WITH FACULTY**

### **[WBMS Communication Protocol](#)**

#### **HONOR CODE:**

To embrace our value word integrity and 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. Classroom teachers will handle infractions that fall in the formative assessment category; grade level administrators will handle infractions that fall in the summative assessment category.

Students will learn about the school honor code and will sign an integrity commitment in Compass.

\*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.