

# Georgia Studies

Eighth Grade

2021-2022

Aquil Bayyan: [bayyana@fultonschools.org](mailto:bayyana@fultonschools.org)

Jessica Briant: [briantje@fultonschools.org](mailto:briantje@fultonschools.org)

Linda Bryant-Butler: [butlerl@fultonschools.org](mailto:butlerl@fultonschools.org)

Tonya Harris: [harrist3@fultonschools.org](mailto:harrist3@fultonschools.org)

Gary Hubert: [hubertg@fultonschools.org](mailto:hubertg@fultonschools.org)

Julia Hylinski: [hylinski@fultonschools.org](mailto:hylinski@fultonschools.org)

Kevin Wallace: [wallacek1@fultonschools.org](mailto:wallacek1@fultonschools.org)

## Course Description:

The purpose of eighth grade Social Studies is to help young people discover the geography, history, culture, government, and economics of United States history, with emphasis on Georgia. The course will begin with the study of Georgia's geography and climate followed by the historical development of Georgia from the prehistory of the Native Americans, through the formation of the colony of Georgia, the Revolutionary War, the Civil War, Reconstruction, the New South, into the modern era ending approximately in the year 2000 with a focus on Georgia government in the first semester.

## Grading Categories:

- 60% Major- An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and or when there is significant amount of dedicated instructional time devoted to the content being assessed.
- 40% Minor: An assignment or assessment that measures an individual standard or subset standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.

## Grading Scale

- A 90 and above
- B 80-89
- C 70-79
- F Below 70
- W Withdrew
- NG No grade (enrolled fewer than 20 days of grading period)
- INC Incomplete (principal approval – absent for extended period)

## Textbook:

Marsh, C. (2019). *8th Grade Social Studies Student Workbook*. Peachtree City, GA: Gallopade International.

Online student version can be found through Classlink.

## Classroom Expectations:

If students are ever absent, time is provided at the beginning and conclusion of class to review or discuss the content and assignments assigned. If students know that they will be absent, they should send me an email before class so that I am aware.

### *Classroom Procedures and Expectations*

#### **Be Proactive**

- Be ready with all class materials to start class on time
- Arrive with a charged device
- Always give your best effort

#### **Be Respectful**

- Respond to teacher instruction and directions
- Listen to all viewpoints

#### **Be Responsible**

- Take charge of your learning
- Stay on topic

### *Fulton County Schools Expectations*

- FCS Code of Conduct

- Review the 2020-2021 [FCS STUDENT CODE OF CONDUCT HANDBOOK](#). Potential rule infractions in a virtual learning environment include, but are not limited to, harassment, bullying, cyber bullying, technology offenses, disruption and insubordination. Please note that code of conduct rule violations can also occur in the community or when using social media inappropriately if those behaviors cause a disruption to the classroom environment. Please note any behavior that violates the FCS STUDENT CODE OF CONDUCT HANDBOOK will be addressed through our district's discipline process. Potential discipline responses that will be utilized in the Universal Remote Learning environment include, but are not limited to, the following:
  - Parent Conference
  - Suspension from synchronous learning
  - Restorative Practice Conference
  - Loss of Privileges
  - Virtual Drug Education Program Impact Lesson or project
  - Suspension upon return to school Long-term suspension/Expulsion

Please know that we are committed to ensuring that all our students feel safe and ready to learn and will be providing students guidance, resources, and support. Thank you for your partnership in teaching our students behavioral expectations and standards of conduct while in a Virtual Learning Environment.

**Recovery Policy:**

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for 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.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the 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)

**Individualized education Plans:**

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.