

King Middle School  
Eighth-Grade Social Studies Syllabus

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**Purpose:**

The purpose of Eighth-Grade Social Studies is to equip students with the knowledge and skills they will need to meet the academic demands of high school Social Studies course work. Additionally, the course is designed to strengthen students' understanding of how history has shaped the present, and how one's actions influence the future.

**Student Expectations:**

- Come to class on time and prepared
- Commit maximum effort to the completion of class activities
- Behave in a way that represents one's best self
- Be mindful of the consequences that one's actions will produce
- Be accountable

**Course Outline and Instructional Approach:**

Eighth-Grade Social Studies is a course that focuses on the geographical, historical, governmental, and economic development of the state of Georgia. All content taught for this course will be analyzed and evaluated by using the following themes as learning foundations:

- Conflict and Change
- Distribution of Power
- Governance and Rule of Law
- Individuals, Groups, and Institutions
- Location
- Movement/Migration
- Production, Distribution, and Consumption
- Technological Innovation

All lesson plans, assessments, and activities are aligned with the Georgia Performance Standards for Eight-Grade Social Studies (<https://www.georgiastandards.org/standards>). These standards have been broken down into units that state the learning-objectives for the History, Geography, Government and Civics, and Economics content that the course addresses.

Students' understanding of content and their ability to retain important information will be measured by their performance on activities such as daily class-work, quizzes, projects, and unit-tests. The following is an example of the units that will be taught and the order in which they are taught throughout the school year:

- Unit 1 - Connecting Themes Used In Georgia Studies Enduring Understandings
- Unit 2 - Georgia Geography and The Prehistoric Period
- Unit 3 - Exploration and Colonization

- Unit 4 - Statehood
- Unit 5 - The Civil War
- Unit 6 - The New South
- Unit 7 - The 20th Century
- Unit 8 - Post WWII Georgia
- Unit 9 - Civil Rights
- Unit 10 - Modern Georgia
- Unit 11 - State and Local Government
- Unit 12 - Adult and Juvenile Justice System
- Unit 13 - Personal Finance

A pre-test will be given at the beginning of each unit. The purpose of this test is to prepare lessons that focus on students learning needs. A post-test is given at the end of each unit. The purpose of this test is to identify student progress. Students who do well on daily activities and do homework tend to do better on unit tests.

### **Delivery of Instruction:**

Daily lessons are taught using a five-step process that includes a performance standard, objective, essential questions, and an exit-ticket. The goal for each lesson is for students to be able to master the objective or parts of it by the end of the class period. The essential questions are used to guide students focus and practice. Exit-tickets are used to measure students' progress toward mastering the objective.

The five steps that are used to teach content are:

- Opening of the lesson: The teacher builds students' interest in the topic
- Introduction to New Material: Introduces the day's objectives and essential questions
- Guided Practice: Teacher guides class through exercise that prepares them to practice independently
- Independent Practice: Students work independently to learn the new skill or content
- Closing: Students complete an exit-ticket and discussion about the day's lesson takes place

### **Grading:**

The following categories represent the grading scale for Eighth-Grade Social Studies:

- **Class Participation = 20%:** Determined by a student's efforts to complete activities, participate in class discussions, preparation for class, and performance on activities
- **Homework = 10%:** Weekly average that is the result of turned in and completed homework assignments
- **Quizzes = 20%:** Given at least once a week. Will be aligned with the unit that is being covered
- **Projects = 20%:** At least one per unit. Rubrics that explain the project and grading for it will be provided
- **Tests = 30%:** At least one every two weeks. Unit tests are made to represent standardized testing. Students are responsible for being able to answer questions that have been covered during any unit that has been taught. For example, unit test 9 will have questions from the previous eight units on it.

Students will receive a minimum of five grades a week. Incomplete assignments, missing assignments, and student work that represent lack of effort will receive a grade that represents unsatisfactory. Parents and students are encouraged to monitor the student's performance and progress continuously. This will increase the chance of the student experiencing academic success and lessen the chance of the student experiencing academic set-backs and difficulties. If there are ever any concerns about a student's performance or progress, the teacher should be contacted as soon as possible. Students can participate in enrichment or tutorial sessions on Wednesdays.

Students who are absent from class have three days to a week to complete make-up work. It is the student's responsibility to notify the teacher that he/she needs make-up work. Work that is incomplete as a result of a student refusing to complete it does not count as make-up work.

Although the final grade a student receives and the score that he/she makes on the CRCT are significant, it is important that attention be paid to the small things that lead to these scores. If a student manages his/her time wisely, works hard on activities, does homework, and study for tests, more than likely he/she will have a high grade and do well on the CRCT.

**Materials:** A supply list that lists the materials needed for this course will be given to students.

**Best Practice:**

- Students are expected to carry their agendas to each class and write down assignments and assignment deadlines.
- If students are aware of a situation that will cause them to be absent from school, he/she should inform all of his/her teachers.
- Approach each activity as if it is the activity that will determine your final grade.