



**WAYSIDE MIDDLE SCHOOL
HOME OF THE WILDCATS**

8th Grade Social Studies

Mr. Matthew Anderson

Contact me at: manderson@ems-isd.net

Conference Period: 2nd Period (9:11am-10am)

Tutoring Opportunities: Students can schedule tutorials via email or in person. Tutoring will be held on select days before school from 7:45 am – 8:15 am and after school from 3:45 pm- 4:15pm.

Class Materials:

- Students will be required to complete certain assignments in Canvas.
- School-required Planner (given through advisory class)
- Composition or Spiral Notebook. They will always have access to this and will be responsible for keeping up with it.
- A binder/folder to keep class materials.
- Notebook paper
- Pens or pencils, colored pencils, highlighter.

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

This course is a detailed study of United States history from the early colonial period through Reconstruction. Students will read and interpret primary and secondary source documents, research major themes and/or develop creative projects for historical periods covered. Knowledge of the founding documents will be stressed as well as the skills and attitudes of responsible citizenship.

Course Goals:

Students who complete this course successfully will be able to:

- Demonstrate an understanding of issues and events in United States History.
- Demonstrate an understanding of geographic and cultural influences on historical issues and events.
- Demonstrate an understanding of the role of government.
- Demonstrate social studies skills to organize and use information acquired through several research methodologies and by communicating in written, oral, and visual forms.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor (Advanced courses 70% Major 30% Minor)

- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/3 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading

guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes.

Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

I do not typically assign homework for students, however missing assignments or assignments not finished in class will become homework. Students are expected to complete assignments **on time**, to the best of their ability so that I can make an accurate assessment of their mastery of the state standards. Students will be taking a District Common Assessment after each unit of study, as well as two semester exams.

Attendance/Tardy Policy/Make-Up Work:

Students that are absent will have one day for every day absent to complete an assignment that was assigned on that day. Due dates will be posted on each assignment in Canvas, and on paper when applicable. Students can make up failing assignments. Those who wish to make up a failing assignment, a missing assignment or a failing test grade will be required to attend a tutorial session with me before they can make up the assignment/ grade. Per district grading Policy students have three days after to schedule a tutorial session and a retest.

Late work may be accepted. Late work will follow these guidelines:

- 1 school day late = 15 point deduction - max score 85
- 2 school days late = max score 70
- 3 school days late = max score of 60

Classroom Expectations:

The three things that students can do to be successful in my class is to:

1. Be prepared for class every day.
2. Be responsible.
3. Be respectful.

We will be creating a relationship agreement together as a class, and students will be accountable for and expected to follow it. It will be linked in canvas once created.

Preliminary Schedule of Topics, Readings, and Assignments

- 1st six-weeks (8/15-9/23) – Unit 1: Exploration, Colonization, and American Revolution
- 2nd six-weeks (9/26-11/4) – Unit 2: Establishing a New Nation (government) and Early Republic
- 3rd six-weeks (11/7-12/16) – Unit 3: Age of Jackson and Westward Expansion
- 4th six-weeks (1/3-2/10) – Unit 4: Industrial Revolution and Reform

- 5th six-weeks (2/13-4/7) – Unit 5: Sectionalism, Civil War, and Reconstruction
- 6th six-weeks (4/10-5/26) – Unit 6: Connecting the Dots STAAR Workshop, Post STAAR

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.