COURSE SYLLABUS

2019-2020

**Gifted Georgia Studies**

**TEACHERS:**

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| **Ms. Lindsey Jensen**Room PA-4Email: lindsey.jensen@atlanta.k12.ga.usTutorial: Friday 7:45am-8:45am**Dr. Tanya Crawford**Room C-2Email: ttcrawford@atlanta.k12.ga.usTutorial: Tuesday 7:45am-8:45am**Mr. Mike Dorsey**Room PD-4Email: david.dorsey@atlanta.k12.ga.usTutorial: Monday 7:45am-8:45am | **Dr. Regina Bryant**Room PE-2Email: rlbryant@atlanta.k12.ga.usTutorial: Thursday 4:20-5:20**Dr. Stephen Alfred**Room PB-4Email: salfred@atlanta.k12.ga.usTutorial: Thursday 7:45pm-8:45pm**Ms. Dana Green**Room PB-2Email:dana.green1@atlanta.k12.ga.usTutorial: Monday 7:45am-8:45am |

**COURSE DESCRIPTION:** Throughout the course of the year, students will study the geography, government, and history of Georgia within the broader context of United States history and World History. Students will examine various social studies themes, including how people adapt to and change their environment, historical cause and effect, and the cultural responsibilities of a citizen in a democratic society. The social studies skills that will be practiced include information processing, chronology, map skills, and interpretation of historical sources. Information about the APS gifted programming standards can be found at:

<https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/8419/GATE%20Standards%20Rev%202018.pdf>

**COURSE OUTLINE:** In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia’s role in the history of the United States.

*Detailed course overviews and standards can be found on the GaDOE*.

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| Unit 1: | The American Indians and Georgia’s Geography |
| Unit 2: | Exploration and Colonization |
| Unit 3: | Statehood |
| Unit 4: | The Civil War |
| Unit 5 | The New South |
| Unit 6 | The 20th Century |
| Unit 7 | Post WWII Georgia |
| Unit 8 | The Civil Rights Movement |
| Unit 9 | Modern Georgia |
| Unit 10 | State and Local Government |
| Unit 11 | Adult and Juvenile Justice Systems |
| Unit 12 | Personal Finance and Urban Development |
| Unit 13 | Urban Planning Project |

**TEXTBOOK/RESOURCES:**

Online text- Georgia Studies Our State and the Nation. Click on Georgia Studies Digital Textbook and select student textbook.

<http://www.gpb.org/education/georgia-studies>

Students can also look on the 8th Grade Georgia Studies Inman website for additional resources.

<http://8thgeorgiahistory.weebly.com/>

## School-wide Behavioral Expectations: Be Safe...Be Responsible...Be Respectful...Be Helpful...Be Mindful

## CLASSROOM EXPECTATIONS: Every student is expected to be prepared for class each day. Students are expected to bring materials, prepared for class activities, as well as being as being an active participant in class. Students are also expected to exhibit behavior conducive to learning and follow all the policies and procedures that are stated in your student handbook.

**Evaluation and Grading:**

* **Non-Academic Behaviors**
	+ Student progress toward non-academic goals that are critical to student success shall be assessed on age-appropriate competencies which may include, but are not limited to, conduct, citizenship, class participation, preparation, punctuality, meeting deadlines, neatness, organization, etc.
	+ Mastery of non-academic goals are assessed separately and grades of the report card.

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|  | **4****Exemplary** | **3****Proficient** | **2****Progressing** | **1****Needs Improvement** | **0****Disregard for Expectations** |
| **Classroom****Expectations** | The student **Always** demonstrates behaviors that reflect school and classroom expectations. | The student **Usually** demonstrates behaviors that reflect school and classroom expectations. | The student **Sometimes** demonstrates behaviors that reflect school and classroom expectations | The student **Rarely** demonstrates behaviors that reflect school and classroom expectations | Disregard for Expectations |
| **Preparation** | The student **Always** brings needed materials to class and is ready to work. | The student **Almost always** brings needed materials to class is ready to work. | The student **Usually** brings needed materials to class and is ready to work. | The student Often **forgets** materials and is **rarely ready** to get to work. Often does not accept redirection. | Disregard for Expectations |
| **Student Punctuality** | The student **always** arrives to class on time. | The student **almost always** arrives to class on time. | The student **sometimes** arrives to class on time | The student **rarely** arrives to class on time. | Disregard for Expectations |
| **Work Completion and Punctuality** | The student is **punctual** in turning in assignments and meets the requirements relative to **adherence** to conventions.  | The student is punctual in turning in **most assignments** and **most of the time** meets the requirements relative to adherence to conventions. | The student is **inconsistent** in turning assignments or **does not meet** the requirements relative to adherence to conventions. | The student is **not punctual** in turning assignments or **does not meet** the requirements relative to adherence to conventions. | Disregard for Expectations |
| **Academic Integrity** | The student **always** submits learning activities that reflect their own thoughts | The student **generally** submits learning activities that reflect their own thoughts | The student **inconsistently** submitted work that does not represent their own thoughts | The student **rarely** submits learning activities that reflect their own thoughts | Disregard for Expectations |

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

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| **Course Components** | **Weights** |

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| **Grading Scale** |
| 100-90 | **A** |
| 89-80 | **B** |
| 79-70 | **C** |
| 69-0 | **F** |
| Not Evaluated | **NE** |

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| Classwork/Participation | 30% |
| Tests | 20% |
| Projects | 30% |
| Quizzes  | 10% |
| Homework | 10% |
| **TOTAL** | **100%** |

# **CAMPUS PORTAL FOR PARENTS AND GUARDIANS:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **REQUIRED MATERIALS:**

* Pens (blue or black ink) and pencils (mechanical, with extra lead)
* three ring binder with plenty of loose-leaf paper & divider
* colored pencils, highlighter, ruler, and glue stick (recommended)

**LATE WORK POLICY:** It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher has collected the assignment.  ***All missing/late assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late or missing assignments due to unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within ten (10) school days of the assigning date. This will be the case for all assignments with one exception. Assignments that are given by the teacher within ten (10) school days of the end of the 9-week grading periods will have to be submitted prior to the close of that grading period. Accommodations will only be made for students with an excused absence. The end of each 9-week grading period is detailed below:

* Midterm is October 4th.
* End of Semester is December 20th.
* Midterm is March 13th.
* End of Semester is May 22th.

**HOMEWORK POLICY:** Daily homework that is turned in late will be documented as a Non-Academic Behavior. Teacher will not accept original, daily homework after it has been reviewed and teacher will use the M-Missing marking tool in Infinite Campus. Students that fall into this category of not submitting daily homework assignments on-time, will be given an alternative assignment to complete. This, in addition to documenting the behavior for Non-Academic Behaviors evaluation.

**ABSENCES:** Students who are absent from class are expected to have mastery on all missed standards. Students are to submit missed work on or before the third class meeting after the absence, to avoid “work punctuality” rating on their Non-Academic Behaviors evaluation being impacted. Pre-announced assignments are due upon return to school. After the third class meeting, the student’s Non-Academic Behaviors evaluation will be impacted.

**RETAKE POLICY:** Students will have opportunities to truly display their mastery of content knowledge and skills - even if that doesn’t happen during the initial assessment. This may occur during “lunch and learn” sessions, or at other times when students will not miss required instruction. Therefore, the following policies are in place to outline the process for students to participate in assessment/activity retakes:

* Teacher coordinates either formal or informal retake with students individually to determine changes in proficiency level or
* Student makes formal request to teacher for retake assessment
* Teacher approves request if evidence supports students has made effort to prepare for
* Assessment.
* All students are afforded the opportunity for a retake within ten (10) school days, provided the student “adequately prepares for the retake” per confirmation of the teacher.
* After ten (10) school days, only students who have not shown mastery on the standards, grades less than 70% are deemed as not showing mastery, can retake.
* There will be a maximum of two (2) re-takes for all students (given that their initial attempts do not exceed 70%).
* Teachers must post the highest grade achieved by the student (not the most recent; not the average).

**EXTRA CREDIT**- Extra credit is not given.  Students will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments. Student’s grades will not calculate to more than 100%.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R (1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Parents/guardians are contacted early in the semester if academic, attendance, or behavioral difficulties are apparent.
* In the event of excessive deficits and/or concerns, the teacher will notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: Creating a Culture of Excellence

**Our Mission**: Establish a rigorous curriculum that allows all students to work to their highest potential and contribute to the community as socially responsive citizens.

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**Receipt of Syllabus**

**Course Name:** Georgia Studies

**Teacher Name:** Ms. Jensen, Dr. Crawford, Mr. Dorsey, and Dr. Bryant

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*Student Signature**Parent/Guardian Signature*

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