

BLUE HERON SCHOOL

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Victoria Kalscheuer, Principal
Grades 6 - 8
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Grade 8 Social Studies Course Syllabus 2022-2023

Dear Students and Parents/Guardians:

Welcome to 8th Grade Social Studies. I am looking forward to getting to know you and having a wonderful experience this year. Below is a class overview.

Social Studies Course Description:

Topics of study will include U.S. History from the Revolutionary War through the mid-19th Century. We will also examine American Civics through the Constitution, Bill of Rights, and the three branches of government. Other topics during the year will include the history of slavery and the American Civil War, reconstruction and immigration. Our first social studies unit will be the Road Trip project, which includes the study of the North American continent and U.S. geography. Later in the year, students will research and debate on a Bill of Rights topic of their choice as part of their Classroom Based Assessment.

Students will be reading and writing on a regular basis both in class and at home. Throughout the year students will improve their researching and writing skills, reading strategies, and critical thinking as they read both fiction and nonfiction texts.

Course Outline			
September - October	November – December	January – February	March – June
U.S. Geography U.S. Road Trip Project	Research Writing	U.S. Civics Place-Based Learning Project-Civics in Action	CBA, Revolutionary & Civil War, Heroes in U.S. History Place-Based Learning Project-Kilisut Harbor Restoration Project
Key Standards			
Social Studies-Essential Academic Learning Requirements (EALRs) SS 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution and other fundamental documents SS 1.2 Understands the purposes, organization, and function of governments, laws, and political systems. SS 1.4 Understands civic involvement SS 2.2. Understands how economic systems function. SS 2.4 Understands the economic issues and problems that all societies face SS 3.1.2 Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present			

SS 3.2.3 Understands and analyzes migration as a catalyst for growth of the United States in the past or present

SS 4.1 Understands historical chronology

SS 4.2 Understands and analyzes the causal factors that have shaped major events in history

Reading Common Core State Standards (CCSS)

ELA RL/I 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

ELA RL/I 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELA Writing - Common Core State Standards(CCSS)

ELA W1. Write arguments to support claims with clear reasons and relevant evidence.

ELA W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&2 above.)

ELA W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and shorter time frames

ELA Speaking and Listening - Common Core State Standards(CCSS)

SL 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Textbook-*The American Nation* Publisher-Prentice Hall

Place-Based Learning Project #1: Civics in Action

Essential Question: Why is it important to be engaged citizens?

Project Overview: Students will research current state legislative bills that affect their community, determine their position on a specific bill, and write a letter to one of their legislators, using evidence and elaboration to support their position. They will apply their understanding of state government as they travel to Olympia to tour the Capitol to see where laws are made that affect them and their community. They will participate in a mock trial and experience the judicial system first hand, and meet with their legislators to advocate for researched bills and issues that are important to them.

Community Partners: Washington State Senator Kevin Van DeWege, Washington State Representatives Mike Chapman and Steve Tharinger

Time Frame: Jan-Feb (Due to possible COVID restrictions and/or transportation budget constraints, this trip may be virtual.)

Place-Based Learning Project #2: Kilisut Harbor Restoration Project/Oak Bay Clamming Survey

Essential Question: Why is it important to be good stewards of the environment in which you live?

Project Overview: Students will engage in water quality testing and data collection at the Kilisut/Oak Bay Restoration Site, including pH testing to monitor ocean acidification, a beach seine to collect data on fish present before and after restoration, and a clam survey to learn about how limits for shellfish collection are established for tribes and the general public.

Community Partners: United States Geological Survey (USGS) with partner National Oceanic Atmospheric Administration (NOAA), U.S Navy (NAVMAG Indian Island base), Washington

Quizzes/Tests

Students will be assessed on meeting the learning targets both during and at the end of a unit. Some assessments will be informal (not graded) and used so that I may adjust my teaching, so all students learn the skill being taught. Other assessments will be in the form of short writing, formal research writing, or class debate/discussion. Quizzes and tests will also be given. If a student does not pass a quiz, they may retake the quiz to receive no higher than a C grade.

Academic Integrity:

The student's individually-assigned work must be their own. If a student cheats or copies work and claims it as their own work, the student will receive reduced or zero credit on the assignment/test. The student may or may not (teacher discretion) have the opportunity to make up the grade. A parent/guardian will be notified with concerns about questionable academic integrity.

Required Supplies:

One 2-pocket style folder	Ultra Fine tip Sharpie (black)	Reading Novel at all times
Pens and Pencils as needed	One spiral notebook (70 pages)	3x5 notecards (optional)

Cell Phone Policy:

Phones and electronic devices must be silenced and placed out of view in this class. Note to Parents: Please contact your child by calling the office and not call or text the student's cell phone. The Blue Heron Handbook has complete details on the phone policy.

Opportunities:

Talking with your student on a regular basis about what they are learning in Social Studies, checking Google Classroom, and reviewing assignments in your **student's planner** are key methods to support your child in this class. You will receive a Skyward username and password to check your child's grades online and help them monitor their academic progress in Social Studies.

It is great to have parent volunteers in class. Please let me know if you are interested in helping in any way, even as a guest speaker (via Zoom) for one of our topics of study.

Before School Assistance

I am eager to assist students to succeed academically and am available before school from 7:50-8:20 a.m. Students should sign-up or make an appointment ahead of time to avoid any previously scheduled meetings. Let me know if you have any questions or concerns about your child's progress in Social Studies. **Email is the most efficient method for us to communicate.**

Sincerely

Leslie Shively

Email address lshively@ptschools.org **Email works best!**

Classroom 379-4364

Website-See your child's Google Classroom

8th Grade Social Studies
Due Friday, September 9th

STUDENT HOMEWORK

1. Bring in your class supplies for Social Studies, especially an independent reading novel.
2. Show your parent/guardian how to log in to your Google Classroom account.
3. Sign below indicating that you have read and understand the class syllabus.

PARENT HOMEWORK

1. Please sign below.
2. Let your child show you how to log in to their Google Classroom account.
3. *Optional*-In a million words or less, tell me about your student. What are their strengths, interests, challenges, hobbies, learning experiences, etc.

Note: If any student needs assistance in obtaining class supplies, please contact Ms. Shively at lshively@ptschools.org or 379-4364. **Email works best!**

I HAVE READ AND UNDERSTAND THE CLASS SYLLABUS AND KNOW HOW TO ACCESS MY/MY CHILD'S GOOGLE CLASSROOM ACCOUNT.

Student Name (Please Print)

Student Signature

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Please make sure ALL SKYWARD INFORMATION IS UP TO DATE, as Skyward Message will be used for some parent/guardian communication.

_____ Yes, my Skyward information (email and phone number) is up to date!

_____ No, my Skyward information is inaccurate. Please use the following:

Phone number: _____ Email: _____ (please print)

The best way to communicate with the parent/guardian is EMAIL or PHONE (please circle ONE)

If you selected PHONE, what is the best time to contact you? _____