

**8th Grade South Carolina History: One of the United States
2017-2018 Course Syllabus**

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Textbook: The South Carolina Journey

I. General Overview

This course is designed to introduce students to the history of South Carolina. It also focuses on the role that the state and its people have played in the development of the United States as a nation.

II. Learning and Developmental Goals

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.

Standard 8-3: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.

Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

Standard 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

** For a complete listing of standard indicators and process standards for each of the above standards please see the South Carolina State Department of Education Website.**

III. Instructional Units and Sequencing

This schedule is tentative and subject to change.

First Nine Weeks 8-1 and 8-2

Daily Life of Native Americans
European/ Native American Relations
Early European settlement in SC
Slave Trade and African American culture
Early SC government
Economic prosperity in SC
French/ British colonial rivalry
State's reaction to American Revolution
Roles of key SC figures in American Revolution
Causes of American Revolution
SC Battles of American Revolution
First SC Constitution
First Nine Weeks Benchmark Test

Second Nine Weeks

SC leaders in Continental Congress
Ratification of US Constitution

Issues during Philadelphia Convention
Economic and political tensions in SC
Location of new capital city
Transformation of state's economy
Agriculture and Antebellum South Carolina
Plantation life, slavery, cotton gin
Key events leading to South Carolina secession
Sectionalism
Political conflicts
Attitudes of unionists, cooperationists, and secessionists
Military strategies in the North and South
Specific Civil War events and battles
Experiences and Effects of Civil War
Second Nine Weeks Benchmark Test

Third Nine Weeks

Political, economic, and social conditions in SC after Reconstruction
Leadership: Wade Hampton
Agricultural depression and industrial development
Impact of temperance and suffrage movements
Evolution of race relations and Jim Crow Laws
Development of 1895 Constitution
Populist movement
Leadership: Benjamin Tillman
Racial Conflicts
SC agriculture and industry during late 19th century
Growth of textile industry in south
Migration patterns within SC and US
Population shift from rural to urban areas
Human, agricultural, economic costs of natural disasters and wars
Charleston earthquake, hurricane of 1893, Spanish-American War
Progressive reform movement in SC
Impact of World War I on SC
New Military bases and economic impact
Political, social, and economic situation in SC following WWI
Causes and effects of changes in SC culture during 1920's
Third Nine Weeks Benchmark

Fourth Nine Weeks

Effects of Great Depression
New Deal programs in SC
World War II and SC
Economic growth in SC following WWII
Economic impact of 20th century in SC
Tourism in SC
Industrialization, mechanization, and agricultural decline
Course review of standards
State Testing
Fourth Nine Weeks Benchmark (Cumulative Exam)

IV. Materials and Resources

Students are required to have a binder with paper, pens, and pencils for tests. Other helpful supplies include highlighters, colored pencils or markers. Optional classroom needs: Kleenex , hand sanitizer, copy paper, and pencils.

V. Assessing, Evaluating, and Recording Student Progress

Student progress is assessed in a variety of ways, both formal and informal. Daily informal assessment is primarily in the form of question and answer sessions and observations. Formal assessment takes the form of daily class work/ note-taking assessments, notes quizzes, individual assignments, project assignments, and unit tests.

Major Grades: Projects, Tests, and Benchmark Exams	50%
Minor Grades: Daily Grades, and Quizzes	50%

VI. Rules and Procedures

The following class expectations will apply at all times:

Respect and Responsibility

Classroom procedures are in place for students to receive the maximum benefits while in my classroom. The following procedures are in place:

1. Come in to the classroom quietly and take out daily materials.
2. Clean your area and throw trash away at the end of class.
3. Passes will be written for emergency situations only.

Students are expected to follow all rules established in the RMS Student Handbook. There are a series of consequences designed to encourage students to maintain positive classroom behavior.

1st Offense	Student Warning
2nd Offense	Warning/Parent Contact
3rd Offense	Detention
4th Offense	Administrative Referral

Parent Conferences can be scheduled at teacher or parent request through the guidance department. Teacher Detention will be held as necessary. This may take place at lunch or before school. A record of behavior is kept by the teacher.

VII. Communicating with Parents

Parent contact is made on a regular basis by note, email, or phone. Regular communication serves as a way of redirecting negative behavior or unacceptable performance in the classroom, as well as praising outstanding or positive behavior. I respond within 24hours to all messages from parents (except on weekends). Messages can be left for me by phone or at my email address that is listed at the beginning of this syllabus. A log is kept of all parent communication with the teacher.

VIII. Academic Recovery

Classwork and homework are essential for student understanding and should be turned in on time. Flex time will be used to recover missing assignments.