

8th Grade South Carolina History: One of the United States

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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

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
Causes of the American Revolution

States reaction to American Revolution

First Nine Weeks Benchmark Test

Second Nine Weeks

Roles of key SC figures in American Revolution

SC Battles of American Revolution

First SC Constitution

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

Purposes of Reconstruction

Economic, social, political, and geographic problems facing the South

Effects of Reconstruction on SC daily life

Events and process that led to ratification of SC Constitution of 1868

Social Changes

Improved opportunities/negated gains for African Americans

Philanthropy of northern societies

Federal Government Assistance: Freedmen's Bureau

Success and failures in SC during Reconstruction

Bribery and Corruption

Development of public education

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 or notebook with paper, pens, and pencils for tests. Other helpful supplies include highlighters, colored pencils or markers. Optional classroom needs: Kleenex , hand sanitizer, copy paper, notebook paper and colored paper.

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 and Tests	47%
Minor Grades: Daily Grades, and Quizzes	50%
Benchmark Grades:	3%

VI. Rules and Procedures

The following class expectations will apply at all times:

1. Be on time, on-task and prepared to learn every day.
2. Personal electronics for educational purposes ONLY.
3. Be responsible for your own learning.
4. Respect the teacher, classroom and peers.
5. Trash goes in the trashcan.

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. Email is the best way to reach me throughout the day.

VIII. Academic Recovery

Classwork and homework are essential for student understanding and should be turned in on time. Students may be required to miss out social lunch time to recover late or missing work. Please see student handbook for further information.