

**Social Science 8 (Bridge Program)**  
United States History

**Location:**

**Mondays, online, 12:30- 1:30 pm**

**Wednesdays, CWEB Resource Center, 12:30- 1:30 pm**

Please review the [CWCS Master Class Syllabus](#) that will be used in the Parent/Student Orientation course.

***Connecting Waters serves a diverse student body and offers state-adopted curriculum for core-content classes and UC-approved curriculum for A-G classes. Parent Educators are encouraged to review course materials, including syllabi and supplements, to ensure alignment with their student's needs and comfort level. It is the responsibility of Parent Educators to select the most suitable courses for their students.***

**California Common Core Standards:**

See the California Department of Education resource page at

[California Department of Education](#)

**Instructor:** Lauren Bassard

**Email:** [lbassard@cwcharter.org](mailto:lbassard@cwcharter.org)

**Phone:** 510-921-4911

**Office Hours:** By appointment

**Class Time:** 12:30 pm- 1:30 pm

**Class Information:**

- **Semester 1** - First Class Meeting, August 20, 2025

Last Day to Add or Drop is **8/22/25** (*Students will be charged the full price of the course if dropping the class after this deadline.*)

- **Semester 2** - First Class Meeting, January 7, 2025

Last Day to Add or Drop is **1/23/25** (*Students will be charged the full price of the course if dropping the class after this deadline.*)

**A Note from Your Teacher:** I am thrilled that you will be part of this Social Studies class!

Reading through a syllabus at the beginning of the year can feel overwhelming, but don't worry. I want you to succeed and enjoy your time learning about our country throughout this course. When you have questions, please let me know. I am here to help.

**Course Overview:** CWCS's Social Studies 8 Bridge course provides students with the opportunity to study at the learning center, utilizing technology as a learning tool, meeting with other students in live and virtual classrooms, and receive live instruction from a credentialed teacher.

This course is based on the [8<sup>th</sup> Grade California State Content Standards for History](#). Students will analyze historical texts to evaluate key figures, concepts, and events that impacted the growth and development of the United States from its colonization through the events leading to independence and the establishment of the Republic. The course also explores the United States' involvement in foreign affairs and international conflicts, Westward expansion and Manifest Destiny, the Civil War, Reconstruction, and the Industrial and Progressive Eras.

Students will know and explain the key events and analyze the cultural, political, economic, and geographic impact they made on the people of this nation. Most importantly, students will make

connections between what they learn in the classroom, their own lives, and local and global communities. Students will participate in whole-group and small-group inquiry-based discussions and activities, collaborate with peers, and research and prepare projects and presentations that challenge and engage them intellectually, artistically, and socially.

Weekly workbook and online assignments, quizzes, tests, projects, and participation will be used to assess student progress. Due to the nature of the course, it is essential to complete reading assignments on time to prepare for group learning activities.

Lastly, this course is designed to prepare students for high school by helping them become responsible and self-sufficient.

**Prerequisites:** Social Studies 7

**Curriculum:** *Required curriculum is available at the Learning Center. If needed, ESs can order curriculum using the OPS catalog.*

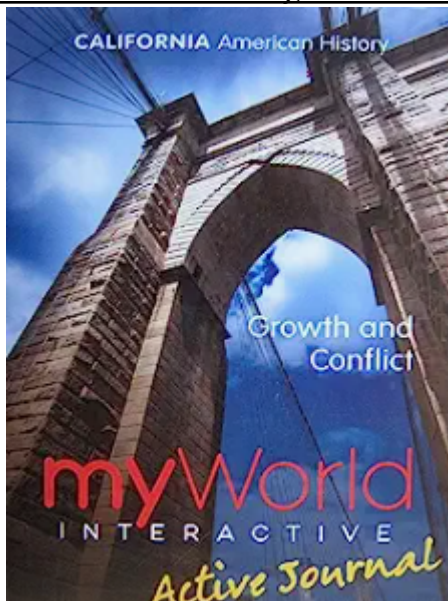
- Pearson, *My World Interactive: CA America History - Growth and Conflict* 2019.
- Pearson, *MyWorld Interactive: CA American History - Growth and Conflict* 2019, Active Journal
- Additional readings as assigned

**Materials:**

- Chromebook, reliable internet, a school Google email account, and a Canvas account for assignments and assessments.
- Pencils & Erasers
- Colored pencils

**Requirements:**

- Class textbook and workbook, *California American History, Growth and Conflict*



- Gmail Account and ability to open/create word documents and pdfs (Adobe Acrobat Reader)
- Reliable Internet access

**MLA Format:**

All Social Studies Department 8th - 12th grade courses will require students to submit typed essays/research papers using MLA format. In some cases, students will be required to cite their sources. Here is the link for your reference: [MLA General Format](#).

**Grading:** *Students will be graded on attendance, weekly homework assignments, assessments and projects.*

**Overall course grade:**

25% Attendance/Participation  
25% Weekly Homework  
25% Tests & Quizzes  
25% Final Exam & Projects

**Grading Scale:**

90% and above A  
80%-89% B  
70%-79% C  
60%-69% D  
below 60% F

**Late Work:**

An assignment will lose five points each day it is late. **Closed assignments are not reopened. Practice tests and pre-tests will not be re-opened.**

**Homework:**

All assignments are submitted through Canvas. Emailed assignments will not be accepted. All communication will be made through Canvas' email feature.

**Test & Quizzes:**

Students must keep cameras on during all assessments, including the midterm and/or final. Late work will NOT be given full credit. Five points are automatically deducted each day a quiz or assignment is late.

**Attendance:** Attendance is required. The [Truancy Policy](#) applies to Canvas & in-person courses. An unexcused absence may be counted as a truancy. Attendance will be taken by answering an online question.

- **Excused Absence** is defined as:

The parent shall notify the teacher by email of the absence at least 24 hours\* prior to the time the class meets.

- **Unexcused Absence** is defined as:

An absence that does not accompany a parent's email to the instructor at least 24 hours\* prior to the time the class meets.

\*If there are extenuating circumstances that do not allow for at least 24 hours, then the teacher must still be notified prior to the start of class; allowances may be made depending on the circumstances. Examples of extenuating circumstances: car accident, sudden illness, etc. Students should arrange a "back up plan" in case of unexpected computer problems the day of the class (i.e. make pre-arrangements to go to a neighbor, friend, relative, library, etc.)

When students are absent, they must contact the instructor via email or contact another classmate to obtain the homework assignment. [selbeck@cwcharter.org](mailto:selbeck@cwcharter.org)

**Important Dates 2025- 2026 School Year**

**Semester 1:**

<b>Aug 11</b>	<b>First day of school</b>
<b>Aug. 18</b>	<b>First day of fall Canvas Classes</b>
<b>Aug 22.</b>	<b>Add/Drop Date</b>
<b>Sept. 1</b>	<b>NO CLASS: Labor Day</b>
<b>Oct. 23-24</b>	<b>NO CLASS (non-school days)</b>
<b>Nov. 11</b>	<b>NO CLASS: Veteran's Day</b>
<b>Nov. 21- 28</b>	<b>NO CLASS: Thanksgiving Break</b>
<b>Dec 1</b>	<b>Last Class session this week (a-g)</b>
<b>Dec. 8- 12</b>	<b>a-g Finals Week</b>
<b>Dec. 19</b>	<b>Last day of the semester</b>
<b>Jan. 6</b>	<b>First day back to school</b>
<b>Jan. 12</b>	<b>First day of spring Canvas classes</b>
<b>Jan. 19</b>	<b>NO CLASS: MLK Holiday</b>
<b>Jan. 23</b>	<b>Add/Drop date</b>
<b>Feb. 13 - 16</b>	<b>NO CLASS: President's Day Observance</b>
<b>March 20 - 27</b>	<b>NO CLASSES THIS WEEK: SPRING BREAK</b>
<b>May 4 - 8</b>	<b>Last class session this week (a-g)</b>
<b>May 11 - 15</b>	<b>a-g Finals Week</b>
<b>May 22</b>	<b>Last Day of School</b>

"The use of artificial intelligence (AI) to produce writing for any assignment is not allowed unless it is otherwise stated by the instructor. The use of AI to write assignments is considered plagiarism. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.

AI includes but is not limited to ChatGPT, Open AI, and any other computer program that produces content for its users. All assignments should always be the product of the student's time, energy, and intellect."

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## **Responsibilities: [Online Code of Conduct](#)**

### **● ES Responsibilities**

1. Please make sure a headset with mic is ordered early in the semester and given to the student prior to the 3rd class.
2. Please sign up as an Observer role in each of your students' classes. This role allows you to see what your student is working on, what is coming up due, and their current grades.  
[Click here for more information!](#)
3. Remind your parents/students:
  1. If this is their first Canvas experience, they need to complete the Student Training Course with their student.

2. Parents should check each Canvas course weekly for announcements, changes in class meeting dates or changes in due dates for students' assignments.
3. The parent is encouraged to sign up as an "Observer" in the class.
4. Read or save the class syllabus and pacing guide and email the syllabus to your students. **Go over the syllabus and pacing guide with your student at your first or second learning record meeting of the semester.**
5. Grade daily work assignments, if required by the online instructor: done by parent or ES (if AESS).
6. Complete quarterly progress survey if required by the instructor: [Progress Reports Surveys for EE Canvas Courses & PRs](#). These reports make up a portion of the student's grade.
7. Please follow the posted add/drop dates for each semester; students cannot drop after this date without Advisor and Academic Director approval. If a student is removed from class prior to this date, then there will be no charge to the instructional funds.
8. Contact the instructor if a student is dropping the course, or having difficulties understanding. [CMS Class Enrollment and Drop Procedures assignments or submitting homework, quizzes, tests, or essays online](#).
9. At each LR meeting check Canvas for announcements and weekly assignments, grades This can be done by an Observer account or have the student login and show you their account.

### **Parent Responsibilities:**

1. Go through the [Student and Family Training Course](#) before the first day of class.
2. Prior to the first day of class, assist student in logging on to <https://cwcs.instructure.com/login/canvas>, accept invitations to class if needed, and familiarize them with the format of Canvas.
3. These courses are core supplemental and the parent is still the primary teacher and responsible for grading the homework assignments (unless student is receiving AESS services).
4. Be sure your student is attending class weekly.
5. Notify the instructor in advance if your student must miss a session.
6. If a class is missed, make sure your student watches the class recording and completes the assigned homework.
7. Travel needs prior approval and does not excuse students from attendance or due dates. Parent Educators need to plan for internet access and device use. Please reach out to your ES for support in requesting travel approval.
8. Monitor your student's behavior during class to ensure they are staying on task.
9. Parents should never pick up the microphone, come on camera, or message in the chat during class. If you have a question, concern, or need, please reach out to the teacher and/or your ES outside of class time.
10. Observer Role for ESs and parents: This role allows you to see what your student is working on, what is coming up due, and their current grades.  
[Click here for more information!](#)
11. Routinely check (at least once a week) Canvas for your student's grades in Canvas and notify the instructor if there is a question about a grade or missing assignment.
12. Routinely check(at least once a week) Canvas for announcements and weekly assignments.



13. At each LR meeting check Canvas for announcements and weekly assignments, and grades. This can be done by an Observer account or by having the student login and show you their account.

### **Student Responsibilities:**

1. Students attending a Canvas course should be prepared to participate in class activities, which could include reading, answering questions, being on camera, and presenting. *Exemptions can **only** be made through 504 or IEP accommodations.*

1. If this is your first Canvas online class, go through the [Student and Family Training Course](#) before the first day of class.

2. Your school email is used for communication in Canvas. Please confirm that you have an active school email account (district ID number @cwcharter.org; i.e. [12345@cwcharter.org](#)). A personal email or phone number can be added for more timely notifications.

3. Adjust notification settings to ensure that you are receiving all necessary information.

4. Have a working headset and webcam and be prepared to use it.

5. Each student comes prepared for class and is willing to participate and learn with the correct materials. This assures that they receive full credit for attendance/participation in the class and that they will not miss important student/teacher/peer interaction.

6. Each student should print or save to their computer their syllabus/pacing guide, and refer to the Canvas homepage each week to plan their schedules. Students should be aware in advance of the dates and times of their classes and assignments.

7. Check Canvas each week for announcements, assignments, and your grade for accuracy. Immediately notify the instructor if a discrepancy is found. **Highly suggested:** Save assignments as a document on their computer, or as a hard (print) copy, until the end of the semester to avoid any technical difficulties.

8. Attend the online class every week **and be on time**. Many instructors deduct points for tardiness. If missing a class session, please contact the instructor for approval and make-up work instructions if approved. In our remote setting, we expect that students can still meet due dates.

9. **Missing or Late Work:** Please consult the class syllabus regarding your instructor's policy on missing assignments. In our remote setting, we expect that students can still meet due dates. Homework assignments will be reviewed by your ES and may be as much as 25% of the final grade for instructors who request a progress report.

10. Follow the links to access and read the CW Code of Conduct Policy, Bullying, Plagiarism & Truancy policies. [School Policies](#)

### **CWCS School Policies:**

[Truancy Policy](#)

[CWCS Online Code of Conduct Policy](#)

[Cyberbullying and Social Media](#)

[Cheating and Plagiarism](#)

## Civility Policy

## Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

	<b>US History 8 Pacing Guide</b>		
	<b>Semester 1 FALL PACING GUIDE:</b>		
	<i>The pacing guide is subject to change. Please see Canvas for the most up-to-date assignments.</i>		
<b><u>Date:</u></b>	<b><u>Topics: Read Chapters are to be read PRIOR to class</u></b>	<b>Date read</b>	<b>Workbook</b>
Week 1	Review Topic: Connecting With Past Learnings Lesson 1		2, 3, 5
Week 2	Review Topic: Connecting With Past Learnings, Lessons 2 and 3		7, 8, 9
Week 3	Review Topic: Connecting With Past Learning,s Lesson 4 and Topic 1, Lesson 1		10, 11, 14,15
Week 4	Topic 1: The Revolutionary Era (1750-1783) Lesson 2		26, 27
Week 5	Topic 1: The Revolutionary Era (1750-1783) Lessons 3 and 4		30, 31, 32
Week 6	Topic 1: The Revolutionary Era (1750-1783) Lesson 5 and Topic 2 Lesson 1		35, 38, 39, 49
Week 7	Topic 2: A Constitution for the United States (1776-Present) Lessons 2 and 3		50, 51, 54
Week 8	Topic 2: A Constitution for the United States (1776-Present) Lessons 4 and 5		55, 56, 57, 59
Week 9	Topic 2: A Constitution for the United States (1776-Present) Lessons 6 and 7		60, 61, 62, 63
Week 10	Topic 3: The Early Republic (1789-1825) Lessons 1 and 2		66, 67, 77, 79
Week 11	Topic 3: The Early Republic (1789-1825) Lessons 3 and 4		82, 83, 84
Week 12	Topic 3: The Early Republic (1789-1825) Lessons 5 and 6		86, 88, 89
Week 13	Topic 4: The Age of Jackson and Westward Expansion (1824-1860) Lessons 1 and 2		99, 103, 106,108
Week 14	Topic 4: The Age of Jackson and Westward Expansion (1824-1860) Lessons 3-5		108, 109, 110, 112
Week 15	<b>No class. Thanksgiving Break!</b>		
Week 16	Topic 4: The Age of Jackson and Westward Expansion (1824-1860) Lessons 6 and 7 Project Presentations		114, 116, 118, 119 (group, 257)
Week 17	Final Exam/Project Presentations		

	<b>Semester 2 Spring PACING GUIDE:</b>		
	<i>The pacing guide is subject to change. Please see Canvas for the most up-to-date assignments.</i>		
<b><u>Date:</u></b>	<b><u>Topics: Chapters are to be read PRIOR to class</u></b>	<b>Date Read</b>	<b>Workbook</b>
Week 1	Topic 5: Society and Culture Before the Civil War (1820-1860) Lesson 1		120, 121, 131
Week 2	Topic 5: Society and Culture Before the Civil War (1820-1860) Lesson 2		133
Week 3 MLK	Topic 5: Society and Culture Before the Civil War (1820-1860) Lessons 3 and 4		135, 137
Week 4	Topic 5: Society and Culture Before the Civil War (1820-1860) Lessons 5 and 6		140, 124, 125, 126
Week 5	Topic 6: Sectionalism and Civil War (1820-1865) Lessons 1 and 2		146, 147, 157
Week 6	Topic 6: Sectionalism and Civil War (1820-1865) Lessons 3 and 4		161, 164
Week 7	Topic 6: Sectionalism and Civil War (1820-1865) Lesson 5		166, 169
Week 8	Topic 7: The Reconstruction Era (1865-1877) Lessons 1 and 2		172, 173, 183, 186
Week 9	Topic 7: The Reconstruction Era (1865-1877) Lessons 3 and 4		188, 190
Week 10	Topic 8: Industrial and Economic Growth (1865-1914) Lessons 1 and 2		194, 195, 205
Week 11	Topic 8: Industrial and Economic Growth (1865-1914) Lessons 3 and 4		210, 212
Week 12	<b>No class. Spring Break!</b>		
Week 13	Topic 8: Industrial and Economic Growth (1865-1914) Lessons 5 and 5		214, 215, 216, 217 (group)
Week 15	Topic 9: The Progressive Era (1865-1920) Lessons 1 and 2		220, 221, 231, 234
Week 16	Topic 9: The Progressive Era (1865-1920) Lessons 3, 4, 5		237, 239, 241
Week 14	CAASPP		N/A
Week 17	Topic 9: The Progressive Era (1865-1920) Lesson 5, 6		241, 243
Week 18	Final Exam		
Week 19	Field Trip		
Week 20	Eighth Grade Graduation		