

# Parrottsville Elementary School

## 8th Grade Social Studies Syllabus

### Part 1: Course Information

#### Teacher Information

**Instructor:** Amanda Gregg

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#### Aspen

Student grades and academic information is available throughout the year on Aspen

#### Course Description

Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. Students will follow the development of the United States and its government, continuing through the 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy, as well as, policies that affected the American Indians. The events leading up to the Civil War will be examined, along with individuals and events that were significant during the war. The history, government, and geography of Tennessee will be emphasized in order to illustrate the role our state played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.

**\*The instructor reserves the right to make any change necessary to the syllabus in order to meet the individual needs of students.**

#### Textbook & Course Materials

American History: Exploration to Reconstruction by McGraw Hill

Recommended Texts & Other Readings or Resources

Other readings will be made available in the course packet, online, Google Classroom, or other

sources.

## **Course Structure**

This course is a combination of lecture, discussion, activity, or lab based.

## **Online Resources**

- **Cocke County Schools Website:**

<http://www.cockecountyschools.org>

- **Study Island:**

<https://www.studyisland.com>

## **Part 2: Student Learning Outcomes**

### **8th Grade U.S. History Course Syllabus**

#### **Topic Outline and Student Learning Outcomes**

#### **1st Nine Weeks**

##### **Colonization (1607 - 1750)**

- Learning Outcome: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

##### **The American Revolution (1700-1783)**

- Learning Outcome: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.

##### **The New Nation (1775 - 1800)**

- Learning Outcome: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation, and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

#### **2nd Nine Weeks**

##### **Growth of a Young Nation (1800-1820)**

- Learning Outcome: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.

### **Sectionalism and Reform (1790s-1850s)**

- Learning Outcome: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

### **The Jacksonian Era (1824 - 1840)**

- Learning Outcome: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

### **3rd Nine Weeks**

**Expansion and Vision of the Nation (1820s - 1860s)** ● Students will analyze the social, political, and economic impact of expansion, on the U.S. the growing tensions between the North and South, and how compromise sought to hold the country together.

### **The Civil War (1860-1865)**

- Learning Outcome: Students will examine the political changes that sparked the Civil War, the difference in the North and South, and the key leaders, events, battles, and daily life during the war.

### **Reconstruction (1865-1877)**

- Learning Outcomes: Students will analyze the social, economic, and political changes, and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.

### **4th Nine Weeks**

#### **TN Ready Test Prep and Practices Tests**

- Students will review knowledge gained through previous topics and prepare for proficiency/mastery of TN Ready Social Studies Standards.

#### Standards Addressed:

All TN U.S. History Social Studies Standards can be found with the following link:  
[https://www.tn.gov/content/dam/tn/education/standards/ss/Social\\_Studies\\_Standards.pdf](https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf)

## Part 3: Grading Policy

### Graded Course Activities

**Assignments** for details about each assignment listed below.

<b>1<sup>st</sup> 9 Weeks</b>	
<b>Points</b>	<b>Description</b>
15	Chapter Quizzes
50	Chapter Tests
35	Class Assignments
<b>2<sup>nd</sup> 9 Weeks</b>	
<b>Points</b>	<b>Description</b>
15	Chapter Quizzes
50	Chapter Tests
35	Class Assignments
<b>3<sup>rd</sup> 9 Weeks</b>	
<b>Points</b>	<b>Description</b>
15	Chapter Quizzes
50	Chapter Tests
35	Class Assignments
<b>4<sup>th</sup> 9 Weeks</b>	
<b>Points</b>	<b>Description</b>
15	Chapter Quizzes
50	Chapter Tests
35	Class Assignments

### Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

## Grading Policy:

Grades will not be weighted in this class. All tests, quizzes, homework, classroom assignments and projects will be on a 100 point scale. Below is the complete grading scale.

**A= 90-100**

**B= 80-89**

**C=70-79**

**D=60-69**

**F=0-59**

### Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN GradeBook in a timely manner. Click on the My Grades link on the left navigation to view your points.

**Important note:** For more information about grading for Coker County Schools, visit the [academic policies and grading section of the school system website](#).

## Part 4: Course Policies

### Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

### Participate

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your participation and attendance.

We will use our assessment of your participation to manage borderline grades.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

### Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

## **Incomplete Policy**

Please refer to the Cocke County School Board policy listed on the Cocke County Schools Website

## **Academic Dishonesty Policy**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Teachers have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Teachers who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the teachers believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned.

## **Student Testing Code of Ethics and Security**

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady test will count at least 10% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
- Best practice is for students to leave devices at home or in their lockers on the day of testing.
- If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
- If I do not attempt the test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
- I will focus and put forth effort on the test.
- Being honest and not cheating
- If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 10% of my final semester grade, and any school level disciplinary action as deemed appropriate by the administration.

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.