



8th American History Syllabus

Instructor **Victoria Fox**

Subject American History / Social Studies

Grade 8th

School Centerview Elementary School

Course Outcomes

- Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its

government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction. This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.

Course Structure

- This class is a combination of lecture, discussion, and activity-based lessons.

Online Resources

- TN State Standards for Social Studies :
https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf
- Cocke County Schools Website:
<https://cockecountyschools.org/>

Instruction

- As students master the standards, they will demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures.
- 8th Grade American History Course Overview:

Colonization (1607-1750) - 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) - 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) - 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.

Growth of a Young Nation (1800-1820) - 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) - 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) - Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

Expansion and Division 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) - Students will examine political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.

Reconstruction (1865-1877) - 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.

- General Pacing - labeled with the unit name and topic

Overview of 8th Grade American History

Nine Weeks Unit Approximate Time* 1st 9 weeks

Topic

Assignments and Projects

Colonization (8.01-8.12)

Various assignments, quizzes, chapter assessments, unit assessments

American Revolution (8.13-8.20)

Various assignments, quizzes, chapter assessments, unit assessments

The New Nation (8.21-8.28)

Various assignments, quizzes, chapter assessments, unit assessments

2nd 9 weeks

Topic

Assignments and Projects

Growth of a Young Nation (8.29-8.33)

Various assignments, quizzes, chapter assessments, unit assessments

Sectionalism and Reform (8.34-8.43)

Various assignments, quizzes, chapter assessments, unit assessments

The Jacksonian Era (8.44-8.48)

Various assignments, quizzes, chapter assessments, unit assessments

3rd 9 weeks

Topic

Assignments and Projects

Expansion and Division of the Nation (8.49-8.60)

Various assignments, quizzes, chapter assessments, unit assessments

The Civil War and Reconstruction (8.61-8.66)

Various assignments, quizzes, chapter assessments, unit assessments

Reconstruction (8.67-8.75)

Various assignments, quizzes, chapter assessments, unit assessments

4th 9 weeks

Topic

Assignments and Projects

TCAP Test Prep and Practice Tests

Various assignments, quizzes, chapter assessments, unit assessments

*This is subject to change at the teacher's discretion

Course Materials

- Online Texts and Resources
 - United States History and Geography (McGraw Hill)
 - Google Classroom

*Teacher will supply any required texts that will be used throughout the year.

- Helpful materials: personal earbuds and a personal mouse.

- Intervention offered: Morning Tutoring offered Monday through Friday Please contact the teacher for times.

Assessment and Grading

Graded Course Activities

- Lesson Quizzes
- Chapter Test
- Notebook
- Document Based Questions
- Class Projects

Late Work Policy

- Excused absences will allow the student three days to make up any missing work. It is the student's responsibility to ask each teacher for their missed work.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Classwork: 30%

Quiz /Projects: 30%

Test: 40%

Letter Grade Percentage

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

General Expectations

- Students

- Attendance Policy: 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. All grade level teachers are easily accessible on Remind.

- 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.

- Discipline Plan: Students are on a demerit system in the classroom and can receive demerits for not following the directions, not coming to class prepared, talking while teacher is teaching or they have been asked not to, off task, dressed inappropriately, physical touch (hitting, etc), gum, cell phone, class disruption, and other items deemed necessary by the teacher along with explanation.
- Weekly Consequences:
 - 1 demerit: Loss of Privilege or Lunch detention 1 day
 - 2 demerits: Loss of Privilege or Lunch detention 2 Days
 - 3 Demerits: Loss of Privilege or Lunch detention remainder of week & Parent notification / Call
 - 4 Demerits: Office referral and Parent Conference

*Students earning less than 6 demerits in a nine week period are eligible for the reward day at the end of the nine week period. This reward day can be a movie in the classroom, extra time outside, a dance, etc.

- Teachers
 - The best way to contact me is via the Parent square app. If you need help signing up for the class please let me know.
 - Office hours: 7:45-3:45 Monday- Friday
 - Contact Information/Email: foxv@cocke.k12.tn.us

- At this time, our classroom phones are out of order, if you need to contact me via phone, please contact the office.

Plagiarism

- Include plagiarism regarding generative AI (see board policy)
 - According to Harbrace Handbook, 15th edition: Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes but is not limited to:
 - Copying verbatim all or part of another’s written work;
 - Using phrases, figures, or illustrations without citing the source;
 - Paraphrasing ideas, conclusions, or research without citing the source;
 - Using all or part of a literary plot, poem, or film without attributing the work to its creator.
- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion – and not of a religion – be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;¹

3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and¹
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.