



8th Grade Social Studies/U.S. History

Teacher Communication:

Ms. Beth Barlow- Room 634

Email: beth.harmon@knoxschools.org (**Email and Canvas inbox are the best ways to contact me.)

Phone number:(865) 594-1300, extension: 41270

How will I communicate with my students?

- I will post grades to Aspen at least once per week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will communicate expectations in this syllabus.

How will I communicate with my families?

- I will email parents using the email address listed in Parent Portal.
- I will post grades to Parent Portal at least once a week.
- I will post announcements, assignments, and resources to Canvas each week.
- I will communicate course expectations in this syllabus.
- I will send reminders through Parent Square

Course Description:

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.** *This course is the first of a two-year survey of U.S. history and geography and picks up where 7th graders finish their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.*

Instruction throughout this course will follow the Tennessee State Standards for 8th grade social studies:

<https://www.knoxschools.org/cms/lib/TN01917079/Centricity/Domain/1013/Eighth%20Grade%20Standards.pdf>

Social Studies Practices:

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06). Broad practices are listed below. Details for each practice can be accessed through the standards link above.

- SSP.01 Collect data and information from a variety of primary and secondary sources
- SSP.02 Critically examine a primary or secondary source
- SSP.03 Synthesize data from multiple sources
- SSP.04 Construct and communicate arguments citing supporting evidence
- SSP.05 Develop historical awareness
- SSP.06 Develop a geographic awareness



Instruction and General Pacing:

In this course, students will progress through 9 different modules to successfully master all 8th grade S.S. objectives:

Module 1: Colonization (1600-1750)– 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.

Module 2: 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

Module 3: 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.

Module 4: 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.

Module 5: Sectionalism and Reform (1790s-1850s) – 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.

Module 6: The Jacksonian Era (1824-1840)– 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.

Module 7: 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.

Module 8: The Civil War (1860-1865)–. Students will examine the 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.

Module 9: 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.

Religion Standards:

The following TN State Standards require the study of different religions for our curriculum. These standards will be approached from a historical point of view. Instruction will promote or disprove any aspects of these religions. Should you or your student feel uncomfortable discussing these issues, please let me know and an alternate assignment will be given.

8.02 Explain the founding of the Plymouth Colony, including the *Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto*.

8.03 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: *Non separatists/Puritans, John Winthrop, Theocracy, Town meetings, Anne Hutchison and Roger Williams – Rhode Island, Thomas Hooker – Connecticut, Salem Witch Trials*

8.06 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony

8.09 Compare and contrast the locations and *goals* of British, French, and Spanish settlements in North America.



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religious

8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in toleration and free exercise of religion.

8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights.

8.30 Explain the major events of Thomas Jefferson's presidency, including the Lewis and Clark Expedition, Louisiana Purchase, the conflict with the *Barbary pirates*, and the Embargo Act.

8.41 Describe the significance of the 2nd Great Awakening and its influence on reform in the 19th century.

8.49 Analyze the concept of Manifest Destiny and its impact on the development of the nation, including the purpose, challenges and economic incentives for westward expansion.

8.52 Analyze the reasons for and the outcomes of groups moving west, including the significance of *Mormons*

Board Policy 1-431, Issued 7/95 Revised 6/08

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:

- Music, art, literature, or drama with a religious theme or basis are permitted as 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;
- The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
- Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Materials Needed:

Students will be expected to arrive in Social Studies class with a **pencil, paper, 2-pocket plastic Social Studies folder, colored pencils, Social Studies workbook, headphones, and charged Chromebook**. The workbook will be provided by the teacher, and it will be kept in the classroom. Other classroom supply requests: 3 reams of copy paper turned in to Ms. Barlow.

Resources:

The following resources are connected with and may be used to enhance our Curriculum Standards. Additional resources (not listed below) may also be used. In the event of this occurrence, all resources used will be in compliance with Instructional Materials Policy & Procedure I-211.

1. Current textbook (consumable workbook issued to the students) Marsh, Carole. 8th Grade Social Studies Student Book: U.S. History & Geography (Colonization of North America to Reconstruction). Peachtree City, GA: Gallopade, January 2024.
2. <https://gallopade.content2classroom.com/login>- Online access to current textbook; Students will use their KCS email address (s+student id number@student.knoxschools.org). Passwords will be issued by the teacher or by calling the textbook office.
3. Websites: [Center for Civic Education](http://www.centerforciviceducation.org), [docsteach.org](http://www.docsteach.org), [Bill of Rights Institute](http://www.billofrightsinstitute.org), www.discoveryeducation.com, <http://teacher.scholastic.com/education/index.html>, <https://sourcebooks.fordham.edu/mod/modsbook.asp>, www.usa.gov, www.ushistory.org, [Khan Academy](http://www.khanacademy.com), [Study.com](http://www.study.com), [Tennessee History For Kids](http://www.tennesseehistoryforkids.com), [Internet History Sourcebook](http://www.internethistorysourcebook.com) (Primary Source database), [Digital Inquiry Group](http://www.digitalinquirygroup.com), [National Geographic](http://www.nationalgeographic.com), [Brain Pop](http://www.brainpop.com), [History Channel](http://www.historychannel.com), www.biography.com, World Population,



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[PBS](#), [BBC](#), [National Parks videos](#), [www.npr.org](#), [HippoCampus.org](#), [Teacher Tube/YouTube](#), [CMS Curriculum Companion](#), [Flocabulary](#),

4. Videos: The Native Americans (Turner), The Revolution (History Channel), Biography Benjamin Franklin (A&E), Founding Fathers (History Channel), The Shakers (PBS), Heartland Series, The Congress (PBS), America: The Story of Us (History Channel), The Presidents (History Channel), The Abolitionists (PBS), A More Perfect Union: America Becomes a Nation (BYU; 1989), The New

World: Nightmare in Jamestown (National Geographic), Lewis and Clark: Great Journey West (National Geographic), The Civil War (Ken Burns; PBS), Crash Course U.S. History (John Green), How the States Got Their Shapes (History Channel), Andrew Jackson: Good, Evil, and the Presidency (PBS), Liberty Kids (Mill Creek Entertainment), The Men Who Built America (History Channel), The Civil War: Box Series (History Channel), Gettysburg (select scenes), America Before Columbus (National Geographic), Mr. Beats' parody videos. Discovery Ed and PBS online videos as they pertain to the curriculum.

Alternative for objectionable material: If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or material will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection. Please email this request to me at beth.harmon@knoxschools.org. If you do not have access to email, please send your request in writing to the Holston front office. My response to you will verify that the request was received. If you do not receive a response, please call me at (865) 594-1300, extension: 41270

Expectations:

"Learning is not a spectator sport" (Romack, 2010). Learning is an activity which requires hard work, including the 4 P's: Preparation, Practice, Performance, and Perseverance. The expectations for this class incorporate these concepts. The expectations are as follows:

- . **Always follow the teacher's first request. Listen.**
- . Be on Time and in proper Dress Code. (In your seat, logged on, working on the "Warm-up" or "Bell-Ringer")
- . Be Prepared to Work. (with necessary tools for learning—Every class, every day)
- . Be Respectful (respect others and property & behave in a way that is considerate of everyone's right to learn)
- . Be Here. Be Awake. Be on Task. (Actively Participating, in person or virtual, and completing all assignments)
- . Be Organized and complete your work to the best of your ability.

Grading:

Grades are a reflection of the student's ability to demonstrate knowledge, understanding, and analysis of specific state standards. Students are expected to earnestly complete every assignment. All teachers at Holston Middle School will be working on equitable grading practices for the 2024-2025 school year. We will have two reporting categories: formative (daily grades and classroom quizzes/tests) and summative (TNReady). Daily grades will make up 90% of a student's grade. The TCAP assessment will make up 10% of a student's grade. The daily grade is determined by a combination of various assignments and assessments. Throughout the modules, many formative assessments will be utilized (daily assignments/activities, class notes, and exit tickets). Classwork will be due on the day it is assigned. There will be at least one PBL (Project Based Learning) assessment each semester (one will be a civics PBL as outlined in T.C.A. 49-6-1028). These will also count as grades. Due dates for extended assignments/projects and dates for quizzes/tests will be posted on Canvas.

Knox County Schools' grade scale is as follows:

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



Aspen:

Aspen: Grades can be checked regularly on the Aspen website (parent portal). Grades will be updated at least once per week.

Studying/Homework:

Students are required to study at home on a regular basis. I recommend **15-20 minutes a night** of studying when homework is not given. Study guides, presentations used in class, and other resources will be posted on Canvas. Canvas assignments are organized by date. Study activities that may help your child score higher on the quizzes and tests: making flash cards that cover the concepts taught in class, reviewing posted study guides, reading over presentations used in class, getting someone to quiz the student over information, reviewing the videos and other resources on Canvas. Students who do not pass quizzes and tests may be assigned remediation assignments.

Make up Work:

It is the students’ responsibility to ask for work that they need to make up. If a student has questions about missing work or due dates, they will need to see me/email me before or after school (not during class). If you know your student will be absent for several days, please notify the attendance secretary or myself so that I can either compile work to be completed at home or instruct the student on details of work that will be missed. Students who miss a quiz or test will take the quiz or test on the day they return from an absence. Students may schedule a time with the teacher to take a missed quiz or test before or after school. Check your student’s HMS handbook for more details about make up work. Students can also request to attend a Homework Help session during 1st period.

Late work:

Students who do not complete assignments on time will receive a reduction in grade. (Please make sure your student turns his/her work in on time!!!) Late work for each module will not be accepted after we have completed the module assessment and/or moved on to a new module.

GENERAL EXPECTATIONS:

Student Expectations
<ul style="list-style-type: none"> ● Students must adhere to the KCS Policy J-260 Dress Code. ● Students are expected to follow KCS Policy J-191 Misbehaviors and Disciplinary Options to provide a safe and respectful environment for teachers and students. ● Students are expected to follow the KCS Policy I-220-3 when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. KCS reserves the right to monitor all technology resource activity. ● Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other’s usernames and passwords is strictly prohibited. ● Follow KCS grade-level expectations for digital citizenship. (https://www.common sense.org/education/digital-citizenship/curriculum) ● Students will attend in-person lessons with teachers. ● Students must maintain a log of usernames and passwords for all learning platforms.



- Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards Based Assessments.
- Students are expected to check Canvas or other teacher communication formats daily.
- Student attendance will be recorded daily and entered into Aspen.
- Students are expected to be active participants in activities as directed by the teacher.
- Submit assignments as directed by the teacher.
- If a student fails to complete an assignment and there is no communication within 5 school days, then the students shall earn a failing grade for the assignment.

- Advocate for personal needs and additional support when needed. Students are expected to meet the teacher policy regarding assignment submission, late work, and incomplete work. Students are expected to meet all deadlines.
- Students will be held accountable for meeting classroom policies.
- Students must understand they must be properly dressed and cannot use inappropriate or threatening language in the school building or in a virtual class.
- Report any technical issues through the Tech Help Desk (865-594-1830) as soon as an issue arises. The help desk is manned from 8:00 AM - 4:30 PM Monday - Friday.

BEST PRACTICES

- ❖ Be appropriate and respectful in your actions.
- ❖ Listen to the educator or individual speaking.
- ❖ Stay engaged throughout the lesson or activity.
- ❖ Ensure that all work is your own.
- ❖ Bring a charged laptop to class every day.

Parent Expectations

- Parents are expected to set up a dedicated learning space in the home - free from distractions and interruption (pets, siblings, television, etc...).
- Parents are expected to check KCS platforms (Canvas and ASPEN) for assignments and grades.
- Parents are expected to provide schools and teachers with the most current contact information (phone numbers, emergency contact, and address).
- Parents are expected to maintain open lines of communication (phone and email) with teachers and communicate any concerns or questions to the teacher.
- Parents are expected to ensure that the student is communicating appropriately with teachers and classmates (email, chat feature, etc...).
- Parents are expected to adhere to the Civility Code KCS Policy B-230.
- Parents are expected to ensure that the student follows the KCS dress code. (J-260)
- Parents are expected to ensure that the student follows the established classroom rules.
- Parents are expected to ensure that the student follows the KCS grade-level expectations for digital citizenship. (<https://www.common sense.org/education/digital-citizenship/curriculum>)
- Parents are expected to support academic integrity by allowing students to work independently and by monitoring resources used.
- Parents are expected to monitor student work and ensure that assignments are submitted according to directions by the teacher. This includes due dates and format.
- Parents are expected to ensure that all KCS policies and procedures are followed.
- Parents are expected to follow federal and state laws regarding student privacy and FERPA.
- Parents are expected to read, review, and follow the KCS Responsible Use Policy (Knox County Schools Procedure (I-220-3)).

Teacher Expectations

- Teachers will utilize educational communication services (e.g. Parent Square, Canvas, Aspen) to remain in contact with families and students. Teachers will not use their personal cell phone numbers to directly contact students individually.



- Teachers will be available via email and will respond within 2 business days. Office hours will be posted and maintained.
 - Teachers will provide and post syllabi on Canvas at the beginning of each term to communicate expectations.
 - Teachers will communicate expectations for assignment deadlines and point/percent penalties (if any) for late work.
 - Teachers will communicate how students should alert the instructor if they are experiencing technological issues that could result in missing/late assignments.
 - Teachers will report malfunctioning/damaged equipment to the appropriate individual in a timely manner.
 - Teachers will ensure grades reflect student ability, not access to resources.
 - Teachers will uphold specialized education plans, including IEPs, ILPs, and 504s.
 - Teachers will actively participate in the development of educational programming for students as appropriate.
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- Teachers will approach teaching with a spirit of professional collaboration, both within their school-level content areas and among colleagues across the district.
 - Teachers will collaborate with content-area/grade-level PLCs to remain aligned with the determined curriculum and pacing guide.
 - Teachers within the same school will work together to ensure consistently high expectations and best use of technology.
 - Teachers will provide a variety (multiple) of ways to ensure students understand and
 - can demonstrate mastery of the content standards.
 - Teachers will regularly progress monitor on a weekly basis to ensure that students are on-track/on-pace. Students who are not on-track will need extra, intensive time to catch up on missing mastery items.

Device Use/Misuse:

Failure to comply with these standards may result in temporary or permanent consequences.

Improper use of any computer or the network is prohibited. This includes the following:

- Use of racist, profane, or obscene language or materials
- Using the network for financial gain, political or commercial activity
- Attempting to or harming equipment, materials or data
- Attempting to or sending anonymous messages of any kind
- Using the network to access inappropriate material
- Knowingly placing a computer virus on a computer or the network
- Using the network to provide addresses or other personal information that others may use inappropriately
- Accessing of information resources, files, and documents of another user without permission
- Vandalism, any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system, or any of the agencies or other networks to which the district has access is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district guidelines and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.
- Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited. Forgery or attempted forgery of documents or currency is prohibited. Deliberate attempts to create, copy or modify official documents or currency using district technology resources may be viewed as a violation of district guidelines and, possibly, as criminal activity under applicable state and federal laws.

Student Attendance Policy:

Student success is dependent upon attending every class, every day. Parents/guardians have the legal responsibility to ensure that their child is fully participating in school by monitoring their progress. When a student is unable to attend school, parent notes/doctor notes should be submitted. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation. Attendance is taken in Social Studies class every day. If your student is present for the school day, but



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she will be

misses Social Studies class (field trips, ATS, RLC, ball games, spelling bee, Show Choir, etc), he or marked absent for that class period - no exceptions.

Intervention Strategy:

Students who need intervention will be offered 1:1 or small group assistance/tutoring from the teacher on an as needed basis. Additional help will be offered on Canvas on an as needed basis. In addition, after-school tutoring will begin in September.

Plagiarism:

According to Harbrace Handbook, 15th edition: **Plagiarism** is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.” It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Cheating is defined as representing any other person’s work or work from any source as your own.

Consequences of Plagiarism:

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either re-doing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

This syllabus requires both parent and student signatures. Please read and answer the questions on the last page and return to Ms. Barlow.



Directions: Please fill out this short questionnaire and return to Ms. Barlow by Monday, August 19, 2024.

1. My child's strengths are...

2. My child's area(s) needed to be strengthened...

3. My concerns, questions, etc....

Please discuss each of the following key items with your student and initial each item. Your initialing indicates that you and your student understand each of the following:

- _____ Studying for 15-20 minutes each night and/or completing homework is essential.
- _____ Study logs and remediation assignments will be given to those students who do not pass quizzes and tests.
- _____ Plagiarism (see above), including copying another student's work on any assignment, is not allowed.
- _____ Students are responsible for checking Canvas and the Absent Work folder for missed assignments.
- _____ All students need a sturdy plastic folder, lots of pencils, colored pencils, and a highlighter for class.

***By signing below, I am acknowledging that I have read and understand Ms. Barlow's 8th Grade U.S. History syllabus.

Please make sure your email address/phone number are up-to-date with the office and that your Parent Square notifications are on.

Parent Signature: _____

Student Signature: _____

Best phone number to reach parent/guardian: _____

Best e-mail address of parent/guardian: _____