



2021-2022



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## *U.S. History and Geography: Colonization of North America to Reconstruction*

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**Mrs. Melody Jones**  
**8<sup>th</sup> Grade S.S.**  
**Holston Middle School**  
*melody.jones@knoxschools.org*

### **Instruction**

- **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.*

[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)

- **Social Studies Practices:**

*Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. 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).*

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> <li>Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li> <li>Graphic representations (e.g., maps, timelines, charts, photographs, artwork)</li> <li>Artifacts</li> <li>Media and technology sources</li> </ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> <li>Extract and paraphrase significant ideas and relevant information</li> <li>Distinguish the difference between fact and opinion</li> <li>Draw inferences and conclusions</li> <li>Recognize author's purpose, point of view, and bias</li> <li>Assess the strengths and limitations of arguments</li> </ul>
SSP.03	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"> <li>Recognize differences among multiple accounts</li> <li>Establish validity by comparing and contrasting multiple sources</li> <li>Frame appropriate questions for further investigation</li> </ul>

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments citing supporting evidence to: <ul style="list-style-type: none"> <li>Demonstrate and defend an understanding of ideas</li> <li>Compare and contrast viewpoints</li> <li>Illustrate cause and effect</li> <li>Predict likely outcomes</li> <li>Devise new outcomes or solutions</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>Recognizing how and why historical accounts change over time</li> <li>Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness</li> <li>Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop a geographic awareness by: <ul style="list-style-type: none"> <li>Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).</li> <li>Determining the use of diverse types of maps based on their origin, structure, context, and validity</li> <li>Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships</li> <li>Analyzing interaction between humans and the physical environment</li> <li>Examining how geographic regions and perceptions of regions are fluid across time and space</li> </ul>

- **General Pacing:**

*In this course students will progress through 9 different modules to successfully master all 8<sup>th</sup> grade S.S. objectives:*

- **Module 1: Colonization [1607-1750] (Beginning)**  
**Overview:** *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: The American Revolution [1700-1783]**  
**Overview:** *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]**  
**Overview:** *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]**  
**Overview:** *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]**

**Overview:** *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 6: The Jacksonian Era [1824-1840]**

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

○ **Module 7: Expansion and Division of the Nation [1820s-1860s]**

**Overview:** *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]**

**Overview:** *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] (End)**

**Overview:** *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. I approach these standards from a historical point of view. I never try to persuade 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 and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom.
- **8.03** Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchinson, Role of theocracy, Salem Witch Trials, and Town meetings
- **8.06** Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: William Penn, Philadelphia, Relationship with American Indians, and Role of women
- **8.09** Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.
- **8.11** Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.
- **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. (T.C.A. § 49-6-1028)
- **8.30** Explain the major events of Thomas Jefferson's presidency, including: Conflict with the Barbary pirates, Embargo Act, Lewis and Clark Expedition and Louisiana Purchase.
- **8.41** Describe the significance of the Second 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, and describe the economic incentives for westward expansion.**
- **8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders, Mormons, Oregon Trail and Santa Fe Trail**

## **Board Policy I-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:**

*For the safety of our students, there will be no communal supplies for the classroom. There will also be no locker assignments. **Students will be expected to arrive in Social Studies class with the essentials | a CHARGED Chromebook, a 2-pocket plastic folder for paper materials, paper and a writing utensil.** Students will be able to keep their Social Studies textbook in a filing cabinet within the classroom.*

- **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.*

**Textbook:**

*Marsh, Carole. 8<sup>th</sup> Grade Social Studies Student Book- U.S. History & Geography (Colonization of North America to Reconstruction). Peachtree City, GA: Gallopade, May 2019.*

**ALL STUDENTS will be provided a hard copy of ^this consumable textbook; however, students will also be able to access a digital version of this textbook by logging in here: <https://gallopade.content2classroom.com/login>**

- Students will use their KCS email address ([s+student id number@student.knoxschools.org](mailto:s+student id number@student.knoxschools.org)).**
- Passwords will be issued by the teacher or by calling the textbook office.**

*Discovering Our Past: A History of the United States. Columbus, Ohio: McGraw-Hill Education, 2014. (This is a prior textbook adoption that may be used as a reference.)*

**Websites:**

[DOCSite.org](http://DOCSite.org) provides access to thousands of primary sources from the National Archives (letters, photographs, speeches, posters, maps, videos and other document types) that span the course of American History.

other sites used may include, but are not limited to: <https://www.civiced.org/>;  
<https://www.khanacademy.org/>; <https://billofrightsinstitute.org/>;  
<https://www.history.com/>; <https://www.discoveryeducation.com/>;  
<https://www.ixl.com/>; <https://www.brainpop.com/>; <http://www.tnhistoryforkids.org/>;  
<https://www.nationalgeographic.com/>; <http://biography.com/>;  
<https://sourcebooks.fordham.edu/mod/modsbook.asp>;  
<https://sheg.stanford.edu/history-lessons>; <https://www.pbs.org/education/>;  
<https://study.com/>; [usa.gov](http://usa.gov); <https://www.census.gov/>; <https://www.nps.gov/index.htm>;  
<http://teacher.scholastic.com/education/index.html>; <https://www.npr.org/>;  
<https://www.hippocampus.org/HippoCampus/>; <https://www.youtube.com/>;  
<https://www.teachertube.com/>; <https://www.socialstudiescms.com/eighth-grade>.

**Audiovisual:**

The websites listed above may include audiovisual clips.

Other sources include, but are not limited to:

The Native Americans (Turner), Fort Loudoun: Forsaken by God and Man (Fort Loudoun Association), The Revolution (History Channel), Biography Benjamin Franklin (A&E), Founding Fathers (History Channel), The Shakers (PBS), 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 Creed Entertainment), The Men Who Built America (History Channel), The Civil War: Box Series (History Channel), Gettysburg (select scenes), America Before Columbus (National Geographic), as well as Discovery Ed and PBS online videos as they pertain to the curriculum.

• **Alternative for Objectionable Material:**

If you do not approve of a specific topic OR resource, please make your request to me in **at least two forms** to ensure that I receive your communication. You **MUST** submit your request in writing. You may either call [ 865-594-1300, ext. 41262] OR email me @ [melody.jones@knoxschools.org](mailto:melody.jones@knoxschools.org). The request should include your name, your student's name, the specific activity/materials in which you do not want your student to participate or to which you do not want your student exposed, and the nature of your objection. An alternative assignment will be provided.

## **Assessment & General Expectations**

• **Expectations:**

I have high expectations for each and every student in my class. Students must be respectful, responsible and honest. Every effort will be made to provide a professional, safe and successful Personalized Learning Environment. Students who choose to disrupt their own or any other student's learning environment will be subject to disciplinary action.

- **Grades:**

*Grades are earned according to proficiency of materials mastered. Students are expected to earnestly complete every assignment. All teachers at Holston Middle School will be working on equitable grading practices for the 2021–2022 school year. We will have two reporting categories: daily grades and TNReady. Daily grades will make up 90% of a student's grade. The TNReady assessment will make up 10% of a student's grade (unless noted otherwise).*

*All students will be required to complete a Civics PBL (Project Based Learning) Module, which is a requirement outlined in T.C.A. 49–6–1028.*

*Knox County Schools' grade scale is as follows:*

A	93-100
B	85- 92
C	75- 84
D	70- 74
F	0- 69

**\*\*\*ALL S.S. COURSES: TNReady will count for 10% of all students' FINAL grade.\*\*\***

- **Studying/Homework:**

*Students are encouraged to study at home on a regular basis. I recommend **15–20 minutes** of studying on nights that homework is not given; therefore, studying is homework. Study guides, flipcharts used in class, and other resources will be easily accessible on Canvas. Canvas is organized by Modules. Every assignment is dated. Students are responsible for checking their Canvas calendar daily and keeping up with the location of documents necessary to study at home. \*Suggested methods of studying include but are not limited to: making flash cards, reviewing posted study guides, re–reading over presentations/flipcharts used in class, and reviewing the videos and other resources on Canvas.*

*\*\*Students who do not pass quizzes and tests may be requested to complete remedial assignments.*

- **Make up Work:**

*Please note that if a student has missed a class it is the student's responsibility to complete the work that was required. I follow the Knox County make up work policy. Check your student's HMS handbook for details. **ALL ASSIGNMENTS WILL BE POSTED ON CANVAS DAILY.** Canvas is organized by Modules. Every assignment is dated and posted under the module in the order in which it was assigned (top to bottom). Students are responsible for checking their Canvas calendar daily and asking the teacher for assistance if they do not understand their assignment(s). If you know in advance that your student will be absent for several days, please notify the attendance secretary or myself so that I can compile a list of work to be completed at home.*

- **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. Per the KCS General Student Expectations for Virtual and Face-to-Face Classes, **"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."** Extenuating circumstances will be taken into consideration.*

- **Aspen/Parent Portal:**

*Aspen/Parent Portal is the main way of providing timely feedback. Parents and students can log in at home and view grades. I will do my very best to post at least 1-2 grades per week. Most grade updates will be made each Friday and Monday. If you have any questions or concerns, please email me at [melody.jones@knoxschools.org](mailto:melody.jones@knoxschools.org).*

## GENERAL EXPECTATIONS:

### Student Expectations in Virtual and Face-to-Face Classes

(These expectations are for synchronous learning where students participate in the class at the same time. This could be in a physical or virtual space.)

- 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 or virtual lessons with teachers.
- Students must maintain a log of usernames and passwords for all virtual 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 in-person and virtual activities as directed by the teacher.
- Submit assignments as directed by the teacher. Assignments may be assigned with flexibility to submit weekly. (Example: Saturday by midnight)
- **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 teacher virtual classroom policies.
- Students will attend mandatory in person assessment days at the base school.
- 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

- ❖ Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.
- ❖ Mute audio when entering chats.
- ❖ Mute audio when not speaking.
- ❖ 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.**

- **Device Use/Misuse:**

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.

Failure to comply with these standards may result in temporary or permanent removal of user access to KCS Virtual Instruction.

- **Attendance:**

***Please know that student success is dependent on students BEing present in every class, every day!***

Parents/guardians have the legal responsibility to ensure that their child is fully participating in virtual and in-person school by monitoring their progress and time spent on daily course work. When a student is unable to participate in daily instruction, parent notes/doctor notes should be submitted. All virtual students are held to the same attendance policies/guidelines as students who are in traditional schools. See Knox County Board of Education Attendance Policy (J-120) regarding absence documentation.

***Your cooperation in this matter is greatly appreciated.***

***Also Note: Attendance will be taken in Social Studies class EVERY DAY. If your student is present (whole school), but misses Social Studies class (for field trips, ball games, Spelling Bee, Show Choir, RLC, ATS, etc.) then your student will be marked absent for that class period. No exceptions. It is the teacher's responsibility to note when a student is not available for direct instruction.***



- **Teacher Communication:**

*Office/Planning Hours (Parent Contact): Mondays and Wednesdays from 2:30–3:30*

*Email: [melody.jones@knoxschools.org](mailto:melody.jones@knoxschools.org)*

*Phone Number: 865–594–1300, ext. 41262*

How will I communicate with my students?	How will I communicate with my families?
<ul style="list-style-type: none"><li>▪ I will post grades to Parent Portal (Aspen) at least once per week.</li><li>▪ I will post announcements, assignments, and resources to Canvas each week (maintained and updated almost daily).</li><li>▪ I will use Microsoft Teams for virtual class meetings.</li><li>▪ I will communicate course expectations in this syllabus.</li></ul>	<ul style="list-style-type: none"><li>▪ I will email parents using the email address listed in Parent Portal.</li><li>▪ I will post grades to Parent Portal at least once per week.</li><li>▪ I will post announcements, assignments, and resources to Canvas each week.</li><li>▪ I will communicate course expectations in this syllabus.</li></ul>

- **Intervention Strategy:**

*Any student who needs intervention will be offered assistance from the teacher during independent work. This will be offered 1:1 or in a small group setting. Additional remediation may be offered on Canvas on an as need basis. In addition, after school tutoring will begin in September. Tutoring sessions will be held on Tuesdays and Thursdays from 3:45–5:00. Transportation will be provided for families who are interested.*

- **Plagiarism:**

*According to Harbrace Handbook, 15<sup>th</sup> 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 sources 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 redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents/guardians will be involved in making the decision.***

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**This syllabus requires both parent/guardian and student signatures.**

**Please follow the link below and complete the Google Form in place of signing and returning in hard copy. By signing this electronic document, you acknowledge you have read Mrs. Jones’ 8<sup>th</sup> Grade Social Studies Syllabus and understand the requirements and regulations. ALL signatures are due by Monday, August 16, 2021. <https://forms.gle/ASGanHT19v9uNcia7>**