



Social Studies, Grade 8 (SOCS) 8A Syllabus

Course Name

SOCS 8A

Social Studies, Grade 8 – Semester A

Course Information

SOCS 8A is the first semester of this two-semester course.

In this course, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic and the Age of Jackson. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [TTU K-12](#).

Course Objectives

After completing this course, you should be able to:

1. analyze the impact of political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, and the Age of Jackson;
2. describe the physical characteristics of the United States and analyze their impact on population distribution and settlement patterns in the past and present;
3. analyze the various economic factors that influenced the development of colonial America and the early years of the republic;
4. examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents;
5. evaluate the impact of Supreme Court cases and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic; and
6. use critical-thinking skills, including the identification of bias in written, oral, and visual material to analyze primary and secondary sources.

SOCS 8 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](#) website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *United States History to 1877*, Texas Student Learning Center, 1-year subscription. (2016). McGraw-Hill. ISBN 978-0-07-659814-4

This digital textbook can only be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](#) for a link to MBS), and [McGraw-Hill bookstore](#). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

The **print** textbook is optional:

- *United States History to 1877*. (2016). McGraw-Hill. ISBN 978-0-07-659810-6

Materials

No additional materials are required.

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

Course Organization

This course is organized into seven lessons and a final examination. Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Assignments
- End of lesson tests

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Lesson	Topic	Approximate Time for Completion
Lesson 1	Exploration and Colonization	Three weeks

Lesson	Topic	Approximate Time for Completion
Lesson 2	American Independence	Three weeks
Lesson 3	Writing the Constitution	Two weeks
Lesson 4	United States Government	Two weeks
Lesson 5	Early Republic	Two weeks
Lesson 6	Age of Jackson	Two week
Lesson 7	Course Review	Two weeks
Final Exam		

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Lesson	Weeks	Assignments
1	1-3	Checkpoint 1 (Non-graded) 1.0a: Vocabulary Visual Reference Guide 1.0b: Self-Analysis of Push/Pull Factors 1.1a: Motives for Exploration – Rank and Justify 1.1b: “Explorer’s Landing” Image Analysis 1.2a: Mapping Out Motives for Colonization 1.2b: Jamestown – First Permanent English Settlement in North America 1.2c: Colonization of North America 1.3a: New England Colonies Information Sheet 1.3b: Middle Colonies Information Sheet 1.3c: Southern Colonies Information Sheet 1.3d: First Great Awakening 1.4a: Growth of Self-Government in Colonial American 1.4b: Growth of Self-Government Timeline * Lesson One Assessment Lesson One Connection Project
2	4-6	2.0a: Vocabulary Visual Reference Guide 2.1a: British Economic Policies with the Colonies 2.1b: French and Indian War Reading Questions 2.1c: French and Indian War Graphic Organizer 2.1d: French and Indian War Writing Assignment 2.1e: British Policies Graphic Organizer and Written Response

Lesson	Weeks	Assignments
		2.1f: "Boston Massacre" Image Analysis 2.1g: Validity of the "Boston Massacre" Painting 2.1h: Ranking and Responding to British Policies 2.1i: Events Leading up to the American Revolution 2.2a: Declaration of Independence 2.2b: Declaring Independence Multiple Choice Quiz 2.3a: Significant People of the American Revolution Notes 2.3b: Categorizing the Significant People of the American Revolution 2.3c: Significant People of the American Revolution Caricature Assignment 2.4a: Significant Events of the American Revolution Timeline Activity 2.4b: Significant Events of the American Revolution Writing Activity 2.4c: Significant Events of the American Revolution Timeline Assessment * Lesson Two Assessment Lesson Two Connection Project
3	7-8	3.0a: Vocabulary Visual Reference Guide 3.1a: Articles of Confederation Matrix 3.1b: Articles of Confederation Processing Notes 3.1c: Shay's Rebellion Video and Questions 3.1d: Articles of Confederation Discussion Board 3.2a: Constitutional Convention Short Answer 3.2b: Constitutional Convention Reading and Summaries 3.2c: Compromises of the Constitutional Convention Notes 3.2d: Compromises of the Constitutional Convention Storyboard 3.2e: Compromises of the Constitutional Convention Fill in the Blank Assessment 3.3a: Ratification of the Constitution Notes 3.3b: Federalists vs. Anti-Federalists Video and Questions 3.3c: Quote Analysis Federalists vs. Anti-Federalists * Lesson Three Assessment Lesson Three Connection Project Checkpoint 2 (Non-graded)
4	9-10	4.0a: Vocabulary Visual Reference Guide 4.1a: What influence the United States Constitution 4.1b: Principles of Government Notes 4.1c: Principles of Government Matching Assessment 4.1d: Principles in Action Activity 4.1e: Principles of Government Discussion Board 4.2a: Amending the constitution Reading and Summaries

Lesson	Weeks	Assignments
		4.2b: Process for Amending the Constitution Video and Short Answer 4.2c: Write your own Amendment 4.3a: Bill of Rights Video and Re-Writes 4.3b: Bill of Rights Ranking Activity 4.3c: Bill of Rights Discussion Board 4.3d: Bill of Rights Matching Review 4.3e: Bill of Rights Matching Assessment 4.4a: Video Review and Short Answer Colonial Grievances 4.4b: Grievances Addressed by the US Constitution * Lesson Four Assessment Lesson Four Connection Project
5	11-12	5.0a: Vocabulary Visual Reference Guide 5.1a: Being First Discussion Board 5.1b: Washington's Precedents Worksheet 5.1c: Washington's Precedents Matching Activity 5.1d: Washington's Precedents Ranking and Quick Write 5.1e: Washington's Domestic and Foreign Policies 5.1f: Washington's Policies Domestic or Foreign Affairs 5.1g: Foreign vs. Domestic Quick Write 5.1h: Washington's Farewell Address 5.2a: Quick Write Why did political parties start? 5.2b: First Political Parties 5.2c: Categorizing Political Parties Beliefs 5.2d: Choose your Party Discussion Board Assignment 5.3a: John Adams Domestic Policies Questions 5.3b: XYZ Affair Video Questions 5.3c: John Adams Quick Write 5.4a: Establishment of Judicial Review Video Questions 5.4b: Thomas Jefferson's Domestic Policies Questions 5.4c: Economic Impact of the Louisiana Purchase Map 5.4d: Thomas Jefferson's Foreign Policies Readings and Questions 5.4e: Embargo Act-Political Cartoon Analysis 5.5a: War of 1812 Cause and Effect Notes 5.5b: Matching Causes and Effects of the War of 1812 5.5c: War of 1812 Quick Write 5.6a: Nationalism 5.6b: Presidency of James Monroe 5.6c: James Monroe Video Questions 5.6d: First Five Presidents Sequencing Events

Lesson	Weeks	Assignments
		* Lesson Five Assessment Lesson Five Connection Project
6	13-14	6.0a: Vocabulary Visual Reference Guide 6.1a: Expanding Suffrage Discussion Board 6.1b: Jacksonian Democracy Student Reading and Notes 6.1c: Jackson and the National Bank 6.2a: Tariff of Abominations Video Questions 6.2b: Nullification Crisis Story Board 6.3a: Jackson's American Indian Policies 6.3b: Judicial Impact Graphic Organizer 6.3c: Matching Supreme Court Case with Constitutional Principle * Lesson Six Assessment Lesson Six Connection Project
7	15-16	7.1a: Exploration and Colonization Review 7.1b: American Revolution Review 7.1c: Writing the Constitution Review 7.1d: US Government Review 7.1e: New Republic Review 7.1f: Jackson Era Review 7.2: Review Assignment 7.2g: Primary Sources Discussion Board 7.3a: Era Match People and Events 7.3b: Geography Connections 7.3c: Era Match Discussion Board Checkpoint 3 (Non-graded)
		Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Lessons 1-6), including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- **Summative Assessments (20% of Course Grade)**
 - Lesson 1 Quiz
 - Lesson 2 Quiz
 - Lesson 3 Quiz
 - Lesson 4 Quiz
 - Lesson 5 Quiz
 - Lesson 6 Quiz
- **Summative Final Exam (30% of Course Grade)**

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit [TTU K-12 Support](#).

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted

time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.