



Social Studies, Grade 8 (SOCS) 8B Syllabus

Course Name

SOCS 8B

Social Studies, Grade 8 – Semester B

Course Information

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

U.S. History

Welcome to United States history during one of this country's most exciting and most tragic times. You will begin this course with the study of America's first Industrial Revolution, during which the face of the nation was changed with new inventions and new ways of earning a living. It is a time marked with national pride and westward expansion. And it was a time of independence for other nations in the Western Hemisphere, one in which an American president could issue a statement warning Europeans not to interfere in the affairs of this part of the world. It was the best of times.

Many of our modern political customs came into being during these years. A democratic spirit swept the nation with the election of Andrew Jackson in 1828. The two-party system and election campaigns with speeches, ribbons, badges, rallies, and parades became a part of our culture. During the Jackson Era, ordinary Americans gained a greater voice in government, yet thousands of Native Americans were removed from their homes along the Trail of Tears to reservations in Indian Territory. The nation literally grew "from sea to shining sea." This was also a reforming age, when Americans worked to improve society in many areas.

By the mid-1840s, two ways of life were developing in the United States. The North was becoming industrialized, and the South became the Cotton Kingdom, requiring the labor of slaves. And so Americans began the journey along the road to civil war. As the nation was torn by war from 1861 to 1865, it was the worst of times. Rebuilding the Union was a long and painful process that was to end in 1877 when President Rutherford B. Hayes withdrew federal troops from the South.

Remember these best of times and worst of times. In today's America, we can still feel the results of the significant individuals and momentous events of these years.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at www.k12.ttu.edu.

Course Objectives

After completing this course, you should be able to:

1. identify the major eras in U.S. history from the early Industrial Revolution through 1877 and describe their defining characteristics;
2. explain the significance of the years 1861-1865;
3. summarize arguments regarding protective tariffs, taxation, and the banking system;
4. explain the origin and development of American political parties;
5. explain the impact of the Monroe Doctrine;
6. explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party;
7. analyze federal and state policies toward Native Americans and the removal and resettlement of Cherokees during the Jackson era;
8. explain the political, economic, and social roots of Manifest Destiny;
9. analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;
10. explain the major issues and events of the Mexican War and their impact on the United States;
11. explain the areas that were acquired to form the United States;
12. analyze the impact of tariff policies on sections of the United States before the Civil War;
13. compare the effects of political, economic, and social factors on slaves and free blacks;
14. analyze the impact of slavery on different sections of the United States;
15. compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster;
16. explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
17. explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the Emancipation

- Proclamation, Lincoln's assassination, and Lee's surrender at Appomattox Court House;
18. analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address;
 19. evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
 20. describe the economic difficulties faced by the United States during Reconstruction;
 21. explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups;
 22. locate places and regions of importance in the United States during the 19th century;
 23. analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States;
 24. analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 19th century;
 25. describe how different immigrant groups interacted with the environment in the United States during the 19th century;
 26. identify economic differences among different regions of the United States;
 27. explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery;
 28. identify the economic factors that brought about rapid industrialization and urbanization in the 19th century;
 29. describe the impact of 19th-century amendments — including the Thirteenth, Fourteenth, and Fifteenth Amendments — on life in the United States;
 30. describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War;
 31. evaluate the impact of *Dred Scott v. Sandford* on life in the United States;
 32. identify reasons for and the impact of civil disobedience as illustrated in Henry David Thoreau's refusal to pay a tax;
 33. identify the relationships between and among people from various groups, including racial, ethnic, and religious groups during the 19th century;
 34. evaluate the major reform movements of the 19th century;
 35. identify examples of American art, music, and literature that transcend American culture and convey universal themes;
 36. explain the impact of science and technology on the economic development of the United States.

SOCS 8 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](https://www.tea.texas.gov/) website.

Textbook and Resources

Textbook

The required textbook for this course is:

- Appleby, Brinkley, Broussard, McPherson, and Ritchie (2003). *The American Republic to 1877*. Columbus, Ohio: Glencoe/McGraw-Hill. ISBN 0-07-826476-6.

I strongly recommend that you also buy a 2” three-ring binder and a package or two of notebook dividers in which to keep your self-check review exercises and returned lesson assignments. This organizational strategy will enable you to prepare effectively for the final exam. And you might even keep it as your very own “Portfolio of American History” — it could very well come in handy in high school as you repeat your study of the nation’s development.

You’ll also need a set of good map pencils to prepare your geographic assignments, an inexpensive set of watercolors for arts integration, and one package each of broad-ruled notebook paper and plain white paper.

From time to time, you will need to use what I call “reference pages.” These pages are located in the **Resources** section of the course. As you use them, print them out and keep them in your binder behind a divider labeled “Reference” — you’ll need them throughout the course. The first you’ll need to use is titled **Reference Page One: Map Instructions**, and it will guide you in the preparation and interpretation of maps throughout this course. In other words, you will become a competent *cartographer* (maker of maps). Furthermore, you will be better able to read maps accurately as you journey from place to place around the globe for the rest of your life.

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)

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** on the course home page)

Course Organization

This course consists of eight lessons and a final examination. Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

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.

The lessons reflect Chapters 10 through 17 of your textbook. You will find in this course many review exercises which I urge you to do. These will also serve as preparation for the final exam and as enrichment for the course, and will provide you with a broader view of the humanities and our rich multicultural heritage. Check these exercises against the answer key provided in the **Resources** section of the course. By the end of this course, you will know many more interesting things about this country!

All questions have a point value that is fair and equitable, but you must be aware that your lesson grades depend on how *well* you prepare your answers. I am reminded at this point of one of my favorite quotes:

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.

Aristotle said that a very long time ago, but it is just as meaningful now as then. Do your very best always!

The final examination will be composed of objective, short answer, and short essay questions. The essay questions will reflect a major concept from each of the three units. Everything you have done up until that time will serve you well on exam day. The lesson assignments and the review exercises will be most helpful when you prepare for the final, and I will provide you with some good test-taking strategies. That last day will be a good one for you, and please know that I wish you success just as much as you desire it!

Each assignment has been given an appropriate point value. You can see these point values within the assignment or in **My Grades**.

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	Growth and Expansion	Two weeks
Lesson 2	The Jackson Era	Two weeks
Lesson 3	Manifest Destiny	Two weeks
Lesson 4	North and South	Two weeks
Lesson 5	The Age of Reform	Two weeks
Lesson 6	Road to Civil War	Two weeks
Lesson 7	The Civil War	Two weeks
Lesson 8	Reconstruction and Its Aftermath	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	1-2	Checkpoint 1 (Non-graded) Lesson 1: Assignment – Part I Lesson 1: Assignment – Part II (Invention Chart) *Lesson 1: Summative Assignment: Short Answer
2	3-4	Lesson 2: Assignment – Part I Lesson 2: Assignment – Part II (Short Answer) *Lesson 2: Summative Assignment: Short Answer
3	5-6	Lesson 3: Assignment – Part I (Map Skills) Lesson 3: Assignment – Part II *Lesson 3: Summative Assignment: Short Answer Checkpoint 2 (Non-graded)
4	7-8	Lesson 4: Assignment
5	9-10	Lesson 5: Assignment *Lesson 5: Summative Assignment: Booklet

Lesson	Weeks	Assignments
6	11-12	Lesson 6: Assignment *Lesson 6: Summative Assignment: Short Answer
7	13-14	Lesson 7: Assignment *Lesson 7: Summative Assignment: Short Answer
8	15-16	Lesson 8: Assignment *Lesson 8: Summative Assignment: Short Answer Checkpoint 3 (Non-graded)
		Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, 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 One Summative Assignment: Short Answer (20 points)
 - Lesson Two Summative Assignment: Short Answer (20 points)

- Lesson Three Summative Assignment: Short Answer (39 points)
- Lesson Five Summative Assignment: Booklet (60 points)
- Lesson Six Summative Assignment: Short Answer (40 points)
- Lesson Seven Summative Assignment: Short Answer (10 points)
- Lesson Eight Summative Assignment: Short Answer (16 points)
- Summative Final Exam (**30% of Course Grade**)

Course Completion and Extensions

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date. Student may purchase a single three-month extension for a fee.
- Extensions are non-refundable and non-transferrable.

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 email. For assignments that require you to upload a PDF or other document, please title your assignment files “lastName_firstName_assignmentName.xxx (.pdf, .doc, .xl, .jpg, etc.)”.

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.