

Mr. Tenney's Disclosure Statement

Required Materials

- *United States History: Beginnings to 1877* (textbook)
- Composition Notebook
- Pen or pencil
- Chromebook

Utah Education Network Core Standards, 8th Grade History

U.S. I Standard 5.1: Students will use evidence to document the development and evolution of the American political party system and explain the historic and current roles of political parties.

U.S. I Standard 5.2: Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements such as Jacksonian Democracy, the women's rights movement, the Abolitionist movement, and anti-immigration reform.

U.S. I Standard 5.3: Students will use case studies to document the expansion of democratic principles and rights over time.

U.S. I Standard 6.1: Students will compare and contrast historians' interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.

U.S. I Standard 6.2: Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slaveholding territory.

U.S. I Standard 6.3: Students will identify the economic and geographic impact of the early Industrial Revolution's new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts.

U.S. I Standard 6.4: Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion.

U.S. I Standard 7.1: Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.

U.S. I Standard 7.2: Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee; the role of industry; demographics; and military strategies.

U.S. I Standard 7.3: Students will compare historians' interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized.

U.S. I Standard 7.4: Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life.

Grading

- 60% Classwork, 20% Tests and Quizzes, 20% Quarter Capstone Project
- Assignments are due on the assigned day. If a student has an excused absence per school rules, they will have one week to complete an assignment. Late work will be accepted with a 10% grade reduction per day that the assignment is late, up to five days late.

Expectations for Behavior

I have one classroom rule: You take care of me and I take care of you. In my experience, students generally understand what this means. This includes maintaining school rules, showing respect for the teacher and peers, and following reasonable instructions. Should a student struggle in keeping this rule, my interventions may include: a private conversation between student and teacher, communication with parents by phone or email, or a meeting with the principal.

STUDENTS: I have read the student and parent letter. I understand the grading and late work policies. I have read the classroom rules and understand them. I will honor the rules while attending Middle School Social Studies.

Signature: _____ Date: _____

PARENTS: I have read the student and parent letter. I understand the grading and late work policies. My child has discussed the classroom rules with me. I understand the rules and will support them.

Signature: _____ Date: _____

TEACHER: I will be fair and consistent in administering the Middle School Social Studies classroom policies and rules.

Signature: _____ Date: _____