Welcome to U.S. History


The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction eras (1754-1877).

Students will be able describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction Eras. Citizenship skills will focus upon the historic development and understanding of constitutional government in the United States. The student will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.

The Grade 8 Criterion-Referenced Test over the History, Constitution and Government of the United States, the time frame is 1754-1865, or from approximately the Albany Plan of Union to conclusion of the Civil War.

About the Teacher

Mr. Brian Gibson, room 407
Conference/Plan:
7th Hour 1:19-2:16
Email: briangibson@mooreschools.com
Phone: 735-4580 (avail. during school hours)

I am a graduate of Oklahoma Baptist University, 1979. I hold a B.A. degree in History. This 2014-15 school year marks 36th year teaching, all at Highland East.

It has been my privilege to have been voted Highland East "Teacher of the Year" four times in my career.

I serve as Social Studies Department Chair, Eighth Grade Academic Team coach, and yearbook / newspaper adviser.

It is my honor to serve as your teacher!
Course Outline & Essential Questions

History is not a collection of events that somehow just happened. History is all about ideas and how people with different ideas interacted on different levels. As a result new ideas emerged. Ideas that dominated American history until the Civil War included:

- Enlightenment ideas of liberty & self determination
- republicanism
- states rights v. power of the national government
- sectionalism
- agrarian economy v. industrialization
- slavery
- equality

Content Standards

Content Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

1. What were the political and economic consequences of the French and Indian War on the 13 colonies?
2. What were the British imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire?
3. What was the Albany Plan of Union?
4. What was the significance of the Proclamation of 1763?
5. What was the intent of Patrick Henry’s Stamp Act Resolves?
6. What was the purpose of the Committees of Correspondence?
7. What was the cause and effect of the Boston Massacre?
8. What was the cause and effect of the Boston Tea Party?
9. What were The Coercive Acts of 1774 (the Intolerable Acts) and why were they implemented?
10. Why was the First Continental Congress formed?
11. What happened at the Battles of Lexington and Concord and what was the impact on colonial resistance?
12. What was the purpose of Patrick Henry’s Give Me Liberty or Give Me Death speech?
13. What was the purpose of and main arguments made by Thomas Paine’s pamphlet Common Sense?
14. What were the points of views of the Patriots and the Loyalists about independence?
15. What are the main arguments made by Mercy Otis Warren and Phyllis Wheatley in their writings?
16. How did Paul Revere’s engraving of the Boston Massacre influence colonial opinion toward the British?
17. What was the Olive Branch Petition and how was it received by King George III?
18. What were the main grievances expressed by the Second Continental Congress?
19. What were the central ideas and grievances expressed in the Declaration of Independence?
20. How did John Locke’s theory of natural rights influence the Declaration of Independence?
21. What is the concept of the social contract?
22. What are the main ideals established in the Declaration of Independence?
23. What were the contributions of Thomas Jefferson and the Committee of Five in drafting the Declaration of Independence.
24. What are the natural rights listed in the Declaration and what is their origin?
25. According to the Declaration, why are governments formed?
26. According to the Declaration where does government get its powers?

Content Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

1. What was the Articles of Confederation and what role did they play in the Revolutionary War?
2. Why did some groups fight for independence, remain loyal to the king, or chose to be neutral?
3. What choices were made by free and enslaved African Americans during the war?
4. How did the Revolutionary War impact Native American?
5. What was the impact of the military leadership of General George Washington?
6. How did the victories at Boston, Trenton, and Saratoga impact the war?
7. What was the impact of the French Alliance on the outcome of the war?
8. What was the purpose of the publication of Thomas Paine’s The Crisis?
9. What was the impact of the Valley Forge Encampment to the patriot cause?
10. What was the significance of the defeat of Lord Cornwallis’s army at the Siege of Yorktown?
Content Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the United States Constitution.

1. What were the major issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787?
2. What were the strengths and weaknesses of the Articles of Confederation?
3. How was the lack of a common national currency a problem for the new nation?
4. What was the impact of the lack of a common defense on the new nation?
5. How were war debts managed under the Articles?
6. How were disputes over the western territories as resolved by the Northwest Ordinance?
7. What led to the civil unrest as typified in Shays’ Rebellion?
8. What was the significance of the Constitutional Convention?
9. What was the Virginia Plan of government?
10. What was the New Jersey Plan of government?
11. How was the Great Compromise a solution to the various governmental plans?
12. What was the Three-fifths Compromise?
13. What were the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris during the Constitutional Convention?
14. What were main arguments of the Federalist Papers Number 10 and Number 51?
15. What was the goal of the Anti-federalists?
16. Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.
17. What was the Bill of Rights and what freedoms do they contain?
18. What was the Whiskey Rebellion and which power of government was challenged?
19. What was President George Washington’s advice for the new nation in his Farewell Address?
20. What restrictions of individual rights were made in the Alien and Sedition Acts?
21. What was the response of the Republican-Democrats in the Virginia and Kentucky Resolutions?
22. What was the impact of the presidential election of 1800?
23. How was the acquisition of territory through the Louisiana Purchase and the contributions of the explorations of the Lewis and Clark Corps of Discovery Expedition significant?
24. How was the Marshall Court’s precedent-setting decisions in Marbury v. Madison and McCulloch v. Maryland important?
25. What was the impact of the War of 1812 on the American national spirit?
26. How did the increased sectional tensions increase over the expansion of slavery?
27. What was the Missouri Compromise and how did it deal with the issue of slavery?
28. How was the election of Andrew Jackson seen as a victory for the common man?
29. What was the Nullification Crisis and how was it an expression of states rights?
30. What were the arguments made by Senator Daniel Webster and Senator John C. Calhoun concerning states rights?
31. What was the impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes?
32. Describe the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton which brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.
33. Describe the slave system in the South.
34. What was the impact of Nat Turner’s Rebellion on the South?
35. What was the cause and effect of the Slave Codes?
36. What was Underground Railroad and how did people like Harriet Tubman impact the drive for freedom?
37. What was the significance of the Abolitionist movement?
38. What was the significance of the Women’s Suffrage Movement?
39. What was the importance of the Second Great Awakening?
40. What was the impact of the Declaration of Sentiments?
41. What were the contributions of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B.
Course Outline & Essential Questions (continued)

Anthony and Elizabeth Cady Stanton to their respective movements?
42. What was Manifest Destiny and how did it motivate Americans to dominate the continent?
43. Which territory was added to the U.S. between 1845 and 1853 and how was it added?
44. What were the causes of the rapid settlement of Oregon and California?
45. What was the impact of western expansion upon Native American culture and tribal?
46. How did western expansion add to the growing sectional tensions regarding the expansion of slavery?

Content Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

1. What role did slavery play as a principal cause of increased sectional polarization?
2. What was the Compromise of 1850?
3. How did the publication of Uncle Tom's Cabin as fuel anti-slavery sentiments?
4. How was popular sovereignty used with the Kansas-Nebraska Act?
5. What was "Bleeding Kansas?"
6. How did Dred Scott v. Sanford case impact the debate over slavery?
7. What was the cause of John Brown's Raid on the federal arsenal at Harper's Ferry and how did it impact the nation?
8. Who won the presidential election of 1860 and how did it impact the country?
9. What caused the secession of South Carolina and how was it articulated?
10. What were the goals of President Abraham Lincoln in preserving the Union?
11. How was the Confederate States of America formed and which states made up the C.S.A. Formation of the Confederate States of America,
12. How did the attack on Fort Sumter unfold?
13. What was the importance of the Border States and what efforts were made by Lincoln to secure these states?
14. What were the advantages and disadvantages of the Union and the Confederacy upon the eve of the war?
15. Identify and summarize the consequences of the major turning points of the war including the: Anaconda Plan and Total War Strategy, Battle of Antietam as a catalyst for the issuance of the Emancipation Proclamation and its role in expanding the goals of the war to include the ending of slavery?
16. What was the significance of the Battle of Gettysburg and the Gettysburg Address?
17. How did the capture of Vicksburg help secure the Union's control of the Mississippi River?
18. What was the major theme of Lincoln's Second Inaugural Address?
19. How did Lincoln plan to deal with the South after the war?
20. How did the treatment of General Lee at Appomattox Courthouse reflect Lincoln's overall reconstruction plans?

21. What was the impact of Lincoln's assassination on his plans for reconstruction?

Content Standard 6: The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.

1. Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.
2. What was the impact of the 13th, 14th, and 15th Amendments?
3. What were the Black Codes, the Freedmen's Bureau, and Jim Crow laws and what role did they play during reconstruction?
4. What were the different points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers?
5. What was the impact of the Homestead Act of 1862 and the resulting movement westward and how did it impact Native Americans?
6. What was the impact of the presidential election of 1876 and how did it bring about the end to the reconstruction of the South?
Learning Strategies

1. **Stump the Teacher / Stump the Student**
   This is a reading comprehension strategy. During an allotted time, students will read a segment of text. Students will try to stump the teacher concerning content of the reading. For each question the teacher is unable to answer, students will earn 3 percentage points added to their chapter exam score. Next the teacher will randomly select students and question them. For each question answered correctly, students will earn 3 percentage points added to the chapter test score. If the teacher stumps a student, 1 percentage point will be subtracted from those earned during the activity.

2. **GIST GUIDE**
   This is a reading and summarizing strategy. An assigned reading will be divided into paragraphs. Each paragraph will be summarized in 20 words or less.

3. **Anticipation Guide**
   This is a pre-reading prediction strategy in which students determine which statements are true and false. This is followed by reading the content and reviewing / revising previously made predictions.

4. **Document Based Questions**
   This is a document-based reading strategy in which students examine a variety of documents and write essays in which all documents are used as part of an overall analysis.

5. **Primary Source Analysis**
   This is a reading strategy in which students analyze documents from a historical era in the words of history makers themselves.

6. **Interactive Cloze**
   This is a reading comprehension strategy. Students read a designated section and follow up by filling in the words that would best complete the summary description.

7. **Cornell Note Taking (AKA Two Column Notes)**
   Notebook paper is divided by 1/3 and 2/3. Main points are listed on the left and supporting detail is listed on the right. When studying fold the page hiding the left column to test your comprehension. We will be using this method primarily.

8. **Vocabulary Squares (also including important people & concepts)**
   A well-developed historical vocabulary will enable you to understand history and communicate your understanding effectively verbally and in written form. We will use Vocabulary Squares as a tool to develop historical vocabulary. Vocabulary Squares are drawn into four quadrants. Upper left you will record the glossary or dictionary definition. Upper right you will write your own definition. Bottom-left you will write an original sentence demonstrating your understanding of the term. Bottom right you will use a color representation of the term.

9. **Historical Profiles**
   We will examine the lives of many historical figures. You will be responsible to research basic information about a variety of historical characters and share that information as part of the discussion. Historical profiles are worth 100 points each. Additional profiles may be assigned as extra credit.

10. **Projects**
    Projects will be worth 200-400 points.

11. **Document Analyses**
    a. **OPTICS (used for visuals)**
        - Overview
        - Parts
        - Title
        - Interrelationships
        - Conclusion
        - Significance
    b. **APPARTS (multiple use)**
        - Author
        - Place & Time
        - Prior knowledge
        - Audience
        - Reason
        - The Main Idea
        - Significance
    c. **TACOS (used for cartoons)**
        - Time
        - Action
        - Caption
        - Objects
        - Summary
    d. **LUCKAS (used for charts/graphs)**
        - Label
        - Units
        - Content
        - Key
        - Assumption / Attitudes
        - Summary / Significances
    e. **TOKENS (used to analyze maps)**
        - Topic
        - Occasion
        - Key
        - Establish purpose
        - Name water / land forms
        - Summary / Significance
    f. **POSERS (used to analyze photos)**
        - People
        - Objects
        - Setting
        - Engagement / Action
        - Relationships
        - Summary / Significance
    g. **SOAPSTone (used for documents)**
        - Speaker
        - Occasion
        - Audience
        - Purpose
        - Significance
        - Tone
    h. **HIPP (multiple use)**
        - Historical Context
        - Intended Audience
        - Purpose
        - Point of View
i. BAGPIPE

Belief System
America in the World
Geography & Environment
Peopling
Identity
Politics & Power
Economy

Grading Scale
Grades will be calculated based on total point accumulation.

<table>
<thead>
<tr>
<th>% Value</th>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Exemplary</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Proficient</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Min. Standard Met</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>50-59</td>
<td>F</td>
<td>Substandard</td>
</tr>
</tbody>
</table>

The lowest grade possible on a turned in fully attempted assignment is 50% F

Classroom Expectations
All students will follow the "Cougar 5"

Student Responsibilities
1. Respect the rights of other students, teachers, staff property.
2. Be on time and prepared for class.
3. Work on the task.
4. Follow classroom rules and procedures as outlined by your teacher.
5. Follow current school policies. (see handbook)

Extra Credit
Students may earn up to 600 points extra credit each semester. To complete extra credit students must:
1. Decide what will be the subject of the extra credit (it can be any aspect of U.S. history)
2. Decide what form the extra credit will take (will it be a report? a model? a presentation?)
3. Decide when the extra credit will be due (anytime except the last 10 days of the semester)
4. Write an extra credit proposal and get it signed by the teacher.
5. Complete the extra credit project.

Guidelines and Penalties

For Late Work
1. Daily assignments and homework are due on the assigned day. Once assignments are called due a 24 hour clock begins and are considered one day late.
2. One day late assignments will have a value no higher than 70%
3. Two day and beyond late assignments will have a value no higher than F (50%)
4. Long range deadlines such as projects or research papers, will not be accepted beyond their due dates.

Making Up Work in Study Hall
Missing assignments can be made up in study hall. Study hall is open on Tuesday, Wednesday and Thursday before and after school during the same times as detention. Assignments made up in study hall must be turned in by Friday during the week that they were originally due. Assignments made up in study hall will have a 70% maximum value and all parts of the assignment must be completed.

Progress Reports
While parents may access student grades any time by way of PIN number and logging on to Infinite Campus, progress reports will be calculated in three week benchmarks.
I will issue weekly updated grade reports each Monday. If these grade reports are signed by parents or guardians and returned, you will receive bonus points.

Supplies
Each day you need to bring your textbook, a pencil, a pen and a three ring binder. Make divisions in your binder for the following:
1. Weekly Agenda
2. Practice and Review
3. Unit Study Focus / Essay Formats
4. Discussion notes for the chapter we are studying
5. Special Instructions for projects or assignments

Graded Assignments
You will earn grades for:
1. unit projects= 400 points
2. in class assignments = 100 points per assignment.
3. homework = 50-100 points per assignment
4. quizzes = 50-100 points per quiz
5. unit/chapter exams= 300 points per exam
6. semester exam= 10% of the semester grade
7. spontaneous response= 10 points bonus per response
8. Practice and Review= 100 points per two weeks

Exams
Exams will assess your knowledge and understanding history concepts. Exams carry a value of 300-400 points. Exam study information is located at the end of each chapter.
If you are absent on the day of the exam, it is your responsibility to makeup the exam before school or after school. You will have the number of days equal to the number of days that they were absent to make up their exam. Exam makeup time periods will not exceed 5 school days.

Classroom Cell Phone Policy
While in the classroom:
1. Cell phones must be turned off and out of sight.
2. When instructed, cell phones may be used for academic purposes.
3. Use of the cell phone camera is prohibited.
Take Five Reading Quizzes
A reading quiz will be given the day after an assigned reading has been completed. These quizzes will be worth 50 points. Use quizlet.com: briangibson1 to prepare for the quiz.

Practice & Review:
Using the provided form, you will daily record 4 questions and answers from the chalkboard. These questions will focus on U.S. History and Geography items that all freshman students should know. These questions and answers will be collected each Monday and graded.

It is your responsibility to get all of the questions missed on the days you are absent.

All questions and answers must be spelled correctly.

Responsibilities & Procedures
1. Entering the classroom
When you enter the room within the first 4 minutes:
a. Sharpen pencils
b. Turn in assignments in the black box
 c. Sit in your assigned seat.
d. Write the Practice and Review questions from the top of the chalkboard
 e. Refer to the assignment listed from in the agenda.

2. When You Are Tardy
When you are tardy be aware:
a. Tardies 1,2 verbal warning. Tardy 3 parent notification and detention. Each tardy over 3 referral to the office.
b. See B 1-5 above. (Remember, 2 tardies equal 1 absence)

3. End of the Classroom Dismissal
Please remain seated until you are verbally dismissed by the teacher.

4. Listening & Responding To Questions
   a. Listen silently and look at the speaker when others are making a presentation or answering questions.
   b. Raise your hand if you wish to respond to a question and answer with a loud voice.

5. Coming to Attention
Listen for the key words "Open Discussion" and "Closed Discussion."
   a. Open Discussion- you may speak freely without raising your hand.
   b. Closed Discussion- you must be silent, wait for the teacher’s instruction and raise your hand if you wish to speak. If you violate the closed discussion rule, you will be required to serve a 5 minute lunch detention in room 407.

6. When You Are Absent
Check with your academic partner to find which changes were made on the daily agenda. If assignments were clearly stated on the agenda, you are responsible for those upon your return.

7. HEADING OF PAPERS
Always write your name on the top right hand corner. Under your name write the date. Under the date write the subject. Under the subject write the hour that you have history.

The title of the assignment should be two lines lower and on the left side of the paper.

8. Use formal register
   a. When tests are distributed you must be silent.
   b. While the tests are being taken you must be silent.
   c. When you complete the test place the test and your answer sheet on the front table. Remain silent until all tests have been handed in and the teacher has said “open discussion.”

How Do You Study History?
1. For ten to fifteen minutes as soon after class as possible, do each of the following:
   a. Write down any questions you have about class.
   b. Write down any vocabulary words that you do not understand.
   c. If it is written on the board, it is important. Write it down. You can bet it will be on a future quiz or exam. Reread your notes.
   d. Think about class:
      - What was the topic today?
      - What does this have to do with all of U.S. History?
      - Why are we studying this?
      - How does this relate to the United States today?
   e. Each night you should spend thirty to sixty minutes alone, in a quiet place (no radio, T. V., stereo) studying and doing homework. You should spend longer if your grades are not what you want them to be.
      - Read your assignment:
      - Note any vocabulary you do not know or are unable to figure out.
      - Take notes or outline the reading.
   f. Answer the questions from your assignment (if there are any) or the questions at the end of each part.
2. Periodically, write summaries of what has been covered in the class and in notes.
3. Ask for supplemental work if you feel uncertain about any topic.
4. If your grade, as well as your understanding of history, does
Textbook

The Textbook for U.S. History is American History of Our Nation, 2014, Prentice Hall. Textbooks are school property. While the textbook is checked out to you, it must be maintained and not abused. Do not use your book as a file cabinet. This will damage the binding of your book. Instead, get a folder for this class in which to keep all of your papers. All damaged or lost books will be assessed as a debt for which you are responsible.

Your textbook is available online and for iPad & Android tablets. I will give you instructions concerning your online textbook

How to Write a U.S. History Essay

Structure of the Essay
1. Address the topic.
2. Introduction. It should state what you will do in the essay.
3. Have a thesis statement that directly answers the question. The rest of the introduction should explain what to expect in the coming paragraphs. A strong introduction shows that you already know what you are doing before you start to write.
4. Body. Here you offer historical evidence that supports what you were saying in the introduction. Each new paragraph should have a topic sentence which supports your thesis statement. The sentences in the paragraph should then support the paragraph’s topic sentence.
5. Summary. This is where you quickly remind the reader of the points you have made and how they support your Thesis Statement which answers the Question. A good way to remember how to do a summary is to ask yourself, "So, what was the point I was trying to make?"

Tips
1. An essay with a strong conclusion, weak body, and strong summary is better than an essay with a weak introduction, enormous amount of information in the body, and weak summary.
2. Make sure your facts are relevant rather than related. An example: You are trying to explain how to write an essay and start using facts on the manufacture of paper. Now paper is related to an essay (you use it to write on) but it is not relevant to how to write an essay.

Avoid
1. Unnecessarily flowery language (use concise language and get to the point)
2. Irrelevant facts. All facts should all directly relate to the points you make.
3. Highly opinionated statements without adequate factual support.
4. Dumping huge amounts of information rather than reasoning historically.

Guide for Economic Reasoning - from the Council for Economic Education

1. People make choices.
2. All choices have costs and benefits.
3. People respond to incentives.
4. Economic systems influence choices and incentives.
5. Voluntary trade creates wealth.
6. The consequences of our choices are in the future

U.S. History Websites and Links

1. Your Textbook Online Access your textbook online.
2. Teacher Website http://www.mooreschools.com/page/13267
3. History Animated
   This site offers animated views of the major battles of the American Revolution and Civil War.
   http://www.historyanimated.com/revolutionarywaranimated/
   http://www.civilwaranimated.com/
4. Animated Atlas
   This site shows a map of the United States and explains how it changed throughout American History http://www.animatedatlas.com/
5. Digital History
   A great site from the University of Houston http://www.digitalhistory.uh.edu/
6. National Constitution Center:
   Lincoln at a Crossroads http://www.constitutioncenter.org/lincoln/
   National Constitution Center: Interactive Constitution http://72.32.50.200/constitution/
   National Constitution Center:
   http://constitutioncenter.org/
   National Constitution Center: U.S. Constitution Timeline
   http://www.constitutioncenter.org/timeline/flash/cw.html
7. Gilder Lehrman Institute for American History
   http://www.gilderlehrman.org/index.php


15. Coercive Acts- Essay Background Information, part 2 [http://www.historyhome.co.uk/c-eight/america/coercive.htm]


21. John Adams, "Join or Die" episode 1, part 1: Boston Massacre & Trial. Watch this video clip "Join or Die," episode 1, part 1, from the miniseries John Adams [http://allthingsjohnadams.blogspot.com/2008/03/episode-1-join-or-die-part-1.html]

John Adams Episode 1," Join or Die" part 2: Boston Massacre Trial

Watch this video clip "Join or Die," episode 1, part 2, from the miniseries John Adams [http://allthingsjohnadams.blogspot.com/2008/03/episode-1-join-or-die-part-2.html]

22. Eyewitness To History

This website has eyewitness accounts in history. An eyewitness account is a primary source. Primary sources are some of the most reliable sources to historians. [http://www.eyewitnesstohistory.com/]

23. Lewis & Clark All About Lewis & Clark and their expedition west [http://lewis-clark.org/]

24. Hippo-Campus- This is a great review site with text and videos. [http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Courses]


26. Digital History [http://www.digitalhistory.uh.edu/]

27. quizlet.com This APP should be used to study for the "Take Five" Reading Quizzes. You may have more than five terms and you should know all of these for the quiz.

28. socrative.com

29. polleverywhere.com
U.S. History Syllabus 2014-15

Signed Receipt

Mr. Gibson, instructor

Student Name _____________________________ Hour ____
(please initial each of these)

_____ I have read and understand the syllabus contents.
_____ I am committed to work to the best of my ability to succeed in U.S.
History.

Student Signature        Date

______________________________    ____________

Parent/ Guardian (please initial each of these)

_____ I have read and understand the syllabus contents.
_____ I understand that assignments are posted and can be downloaded
from Mr. Gibson’s website located at http://www.mooreschools.com//
Domain/1426
_____ I understand that grades are updated weekly and that grade reports
are issued to students each Monday. I understand that these grade reports
may be signed and returned for bonus points.

Parent/Guardian Signature        Date

______________________________    ____________