



**U.S. History 1 8<sup>th</sup> Grade  
Mount Logan Middle  
School  
2016-2017 Course  
Disclosure  
Mrs. Hymas**

## **Course Description**

The U.S. history course for 8<sup>th</sup> grade is designed to help students build their skills in the area of social studies. During this class, students will develop deeper understandings in geography, government, civic responsibilities, culture, economics, and history. The class discusses Age of Exploration through the Reconstruction Era with an emphasis on the 18<sup>th</sup> and 19<sup>th</sup> centuries. An emphasis will also be placed on helping students learn to utilize informational texts and argumentative writing.

Most importantly, we try to have a lot of fun in this class! Students will find themselves playing games, drawing and coloring, working with partners and groups, writing and listening to music, re-enacting history, creating comic strips and debating with each other. I truly love history and teaching so it is not uncommon for me to burst into song and dance to express my passion for the past. I like an energetic classroom and I encourage students to express their thoughts and learning in many creative ways!

## **Class Expectations**

1. Your actions may not cause a problem for anyone else
2. If you cause a problem, you will be asked to fix it
3. If you cannot solve the problem or choose not to, I will do something
4. If I do something that appears to be unfair, we can talk about it before or after school

## **Access this Class from Home:**

You can access most of the materials for my class from home. However, the most important information comes from my instruction and class discussion. This means that regular attendance is crucial for your success. You can also email me at any time and I can attach assignments to an email for you. Please note that calendars listed on the internet are subject to change based on progress in class.

My Class Website: <http://mrshymashistoryclass.weebly.com/>

## **Assignments:**

**Assignments** will be graded using the following rubric. *A grading rubric is a tool for teachers and students that help define what is expected on an assignment.* Notice that points are not taken away on assignments for missed questions if an effort has been made to do your best. I will make comments and suggestions to help you better understand the topic or tell you what you might not have understood as well. You should pay attention to those things since they will help you study for the tests. Another key to being successful in this class is to make an effort to complete all of your work on time, even if you don't know all of the right answers.

Assignments should be turned in on or before a given due date. I have included this in the "work ethic" section of the grading rubric. I believe that assignments are a tool for learning, not a tool to get a grade so I try not to penalize students too heavily for late or missing work. **I will accept all late or missing work**

**and it will be graded using the rubric below. Also, students may fix anything that they miss on their assignments. I will re-grade it and return ½ of the points missed.**

I WILL NOT PROVIDE EXTRA PAPER COPIES FOR LOST ASSIGNMENTS. ALL EXTRA COPIES WILL BE PRINTED FROM MY WEBSITE BY THE STUDENT. Students at MLMS have a lot of access to computers and should be able to find a computer lab to do this if they do not have access to the internet from home.

Name:	Hour:	Name of Assignment:
<b>Assignment Grading Rubric</b>		

Item Description	4	3	2	1	0
<b>Completeness</b>	I completed 100% of the questions or steps on the assignment.	I completed 80% of the questions or steps on the assignment.	I completed 60% of the questions or steps on the assignment.	I completed less than 60% of the questions or steps on the assignment.	I did not complete any questions or steps on the assignment.
<b>Effort</b>	My answers or responses clearly reflect the information I should have learned. If I did not understand, I tried to answer as best as I could and created a question for Mrs. Hymas to help me clarify.	My answers or responses reflect the information I should have learned. If I did not understand I tried to answer as best as I could.	My answers or responses somewhat reflect the information I should have learned but if I did not know the answer, I left the question blank. I could have made more effort to try and understand.	My answers or responses reflected little of the information I should have learned. My answers made no sense were inappropriate and/or I left questions blank if I did not know the answer. I made little effort to do my best.	My answers did not demonstrate an effort to understand the information.
<b>Work Ethic</b>	My paper is organized. It is easy to read. It has my name and hour at the top. My paper is not wrinkled, ripped or covered in doodles. <i>I attempted to turn it in early or by the due date. I am proud of my effort on the assignment.</i>	My paper is organized. It is/is not easy to read. It is/is not wrinkled, ripped or covered in doodles. <i>I turned it in on time or within 1-2 days of the due date.</i>	My paper may be unorganized. It is/is not easy to read. It is/is not wrinkled, ripped or covered in doodles. <i>I turned it in within 3-5 days after the due date. I could make more effort and redo the work.</i>	My paper is a mess! I completed the work, but there is little chance that Mrs. Hymas will make sense of my work. <i>I turned it in more than 1 week after the due date. I could make more effort and redo the work.</i>	I did not turn anything in for Mrs. Hymas to grade.
<b>Totals x 2</b>					
<b>My Score:</b>					

## Tests and quizzes

There are three types of tests that students will complete on a regular basis. Each unit will begin with a *pre-test* to see what a student already knows about the topic we will be covering. If a student can get 95% on a pretest, they will be given a variety of other work so that they do not feel they are wasting their time. This does not happen all of the time, but offers students another avenue for learning and growth. Student will also be given a *post-test*. This will be used to determine their understanding of the information and mastery of the skills we work on in class. Students can retake their teacher test to fix questions they missed and earn points for their corrections. This provides students with an additional opportunity to gain an understanding of the information. Finally, students will complete a *self-test*. This test asks students to reflect on their learning during the unit. They will be asked what things worked well, what things did not work and what things would they change for the next unit. This skill helps students to gain a better understanding of their personal learning styles.

Quizzes will be given once a week, on most Fridays. These are short multiple choice questions to check student understanding and to guide reteach during PEAK for kids that might not get the information the first time.

All tests and quizzes will be available through the CANVAS COURSE. Students will be given an opportunity to take the tests in class but for test make-up they will also be able to access those tests at home for a set amount of time. I usually open a post exam for 1 week. If internet access is a problem, arrangements can be made. Taking the tests on line helps students by providing immediate feedback on multiple choice questions. It also makes writing and grading essay questions more efficient and timely.

## **Civics Test**

The United States Civics Test will be part of the 8th grade US History class at MLMS. It is required that every student in the state of Utah be able to pass the Civics test with a 70% or higher score. We will administer it in early spring and give students multiple opportunities to retake if needed to get the 70%. As part of my daily lesson, students will prepare for this exam. I will also have practice tests posted in Canvas that can be accessed at any time throughout the year before the administration of the final test.

## **Attendance**

Attendance to class is essential in order to pass. We work at a steady pace and missing multiple times or for extended vacations can be detrimental to your grade. Once again, I do accept all late work for some type of credit but my experience has been that kids who get behind have a *very difficult* time ever catching up. 8<sup>th</sup> grade is essential to success in high school. There is a strong correlation to success in 8<sup>th</sup> grade and that of high school. Please be here.

## **Class Materials**

The following materials will need to be brought to class every day:

- Paper in a binder or folder (preferably 3 ring binders)
- A *usable* pencil or pen

The following materials are *suggested*:

- Markers, colored pencils, gel pens, highlighters, scissors, glue, or other preferred art media
- MLMS Planner or personal calendar

## **Teacher Contact Information**

Mrs. Tacy Hymas

Phone: (435)755-2370 ext110

E-mail: [tacy.hymas@loganschools.org](mailto:tacy.hymas@loganschools.org)

Please access the course disclosure from home and return this form after reviewing it.  
<http://mrshymashistoryclass.weebly.com/>



Please fill out, sign this form and return it to me by:

\_\_\_\_\_

Student Name \_\_\_\_\_

Parent(s)/Guardian(s) Name(s) \_\_\_\_\_

Home/Cell/Work Phone \_\_\_\_\_

Email \_\_\_\_\_

\_\_\_\_\_ I have read the above information completely.

\_\_\_\_\_ I have read and understand the Assignment and late work policy for this class.

\_\_\_\_\_ I understand that my attendance is very important to my success in this class.

\_\_\_\_\_ I understand that I can access class materials from home using Mrs. Hymas' website

Please list any questions or concerns that you still might have about my class.

Is there anything I might need to know about your student, such as medications, physical or mental health concerns, which might inhibit their performance in this class?

I have read and discussed with my student the guidelines set forth in this class. We agree to adhere to the rules and guidelines to the best of our abilities.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student)