

CLASSROOM GUIDELINES AND EXPECTATIONS MR. VIGNA – US HISTORY

Welcome back to the beginning of the 2010-2011 school year at Perry-Lecompton High School. Below are some of the guidelines and expectations that will be expected from you as a student and me as a teacher to ensure everyone has a terrific school year.

The guidelines below will not cover everything that will occur throughout the school year, but it is a good foundation to build upon. If you have questions or concerns about anything inside, or outside, of the class, please feel free to see me at anytime. It will be difficult for me to solve a problem if I am unaware that there is a problem.

BEHAVIOR:

One expectation I have for each and every student in my classes is to behave like an adult in **ALL** situations. At your age, you should have gained a sense of which behaviors are appropriate, and which are not. The following three general items are the most important behaviors I hold each student accountable for.

1. Do not participate or engage in any activity that will be disruptive to anyone in the classroom. Any behavior that interferes with the ability of another person in the class to learn is deemed disruptive.
2. **Respect** each and every person present in the class at **ALL** times. You may find differences with others in the class about their opinions, or actions, but as an adult, show respect by letting each express their own ideas.
3. Be **responsible**. Bring all materials to class each and everyday. Individuals will not be issued a pass to return to their locker to bring materials to class.

By each and every student in the class observing these three general guidelines will ensure each student the ability to receive the best education possible at PLHS. Basically, the three rules can be summed up by the way in which America is intended to operate. **TREAT OTHERS, AS YOU WOULD LIKE TO BE TREATED.**

Any difficulty in following the rules of the classroom will result in the following actions:

1. A Reminder of the rule being broken
2. A verbal warning of the action that is inappropriate
3. A conference with me (before or after class/school) to develop a verbal plan for improvement
4. Removal from the class, development of a written behavioral contract, parents will be contacted
5. Referral to office

YOU and only **YOU** make the choices that govern your behavior and take advantage of your opportunities. Please make choices that present you well as an adult. Remember, **IF YOU DO THE CRIME, BE PREPARED TO SERVE THE TIME.**

ACADEMIC EXPECTATIONS

GRADES:

The standard building grading scale will be used for all classes. Grades will be determined by a combination of assignments listed below

US HISTORY

Assessments	50%
Homework/Daily work/Quizzes/Notes	20%
Book Reviews	10%
Current Events	10%
Semester Final	10%

HOMEWORK/DAILY WORK:

Assignments are expected to be turned in at the end of the class period, or at the beginning of the next class period. Due times will be discussed in class at the time of the assignment. **ALL** assignments not turned in at the time designed will be considered late. **LATE WORK WILL BE COUNTED AS 50% CREDIT.** All late work must be turned in before the date of the next unit test to receive credit. Your missing assignments can be found on the webpage.

MAKE-UP WORK:

If you happen to be gone on a day that an assignment is assigned, you will have two days to turn the assignment in for full credit. After two days, it will be counted as late. It is your responsibility to see me for any assignments missed while you were gone. If you miss on a day of a test, you will have two days to make the test up, otherwise it will remain a zero. If you miss, check the webpage to see what assignments you need to make up.

ATTENDANCE:

This one is pretty simple. **SHOW UP TO EACH AND EVERY CLASS.** If you must miss class, it is your responsibility to consult with me to determine what you missed in class. If you fail to take this responsibility, you will not receive credit for the assignment(s) you missed. Tardies will follow the guidelines set in the high school student handbook.

GENERAL

SCHOOL PROPERTY:

Treat anything in the school that is not yours with the utmost respect and carefulness. Do not write on desks or chairs and pick up your trash upon leaving the room. Your mother does not clean up after you here at school, so you must do it yourself. Care for textbooks are your responsibility. Damage to a textbook will result in paying for rebinding the textbook or replacing the textbook.

PASSES:

If you wish to leave the classroom, you must have your planner. If you fail to bring your planner to class, you will not leave the class. If you need to talk to another teacher during class time, bring a signed pass from that teacher to excuse you.

PLAGIARISM:

Plagiarizing the work of another will not be tolerated in this class, as well as the entire school. Students plagiarizing work serve consequences described in the student-parent handbook. Students plagiarizing work in my class will receive a 0 for the assignment with no chance of making up the grade. **All major papers (unit assessments, book reviews, research papers) will be required to be turned in with a paper copy as well as an electronic copy.**

COMPUTERS:

If you have turned in your computer privilege sheet to the office, you may use the computer upon permission being granted by me. The teacher computer located next to my desk should not be used at anytime. As regards to inappropriate sites on the Internet, do not visit them. Students who choose to visit these sites will be referred to the office for consequences. Remember, the server keeps a record of sites accessed at all stations in the building. Teachers and administrators have access to determine which sites have been visited and when.

EMAIL – dvigna@usd343.org

Blackboard – <http://ilearn.essdack.org>

2010-2011 US HISTORY ASSIGNMENTS/PROJECTS

Book Reviews – Over the course of the semester, you will need to choose one book to review. You are free to choose any book you wish as long as it pertains to the United States. Books can be fiction or non-fiction, but must be cleared through me before you begin to read. The deadline to turn in your Book Review is **December 6th** for 1st Semester. You will need to complete a 2-3 page review of the book on criteria that is listed below. You will need to ***bring your book to class on every Tuesday/Wednesday*** to read. You will be allowed to read for a brief period of time on these days to assist you in completing your book. **To receive credit, you must have your book that has been approved to read as well as read during the time. You will not be allowed to work on other assignments during this time until your completed paper is turned in.** (10% of final grade.)

When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell why you liked or disliked it. It is not enough to say, “this book is interesting”; you need to explain why it is interesting. Similarly, it is not enough to report that you disliked a book; you must explain your reaction to it. Did you find the book unconvincing because the author did not supply enough evidence to support his or her assertions? Or did you disagree with the book’s underlying assumptions? To understand your own reaction to the book, you need to read it carefully and critically. As a critical reader, you are not passive; you should ask questions of the book and note reactions as you read. Your book review then discusses those questions and reactions. The following is a list of information to include in your review:

- Provide a brief summary of the book illustrating the author’s main point or thesis of the book. (20 pts)
- Describe the most important evidence the author presents in the book to support the main idea or thesis. (20 pts)
- What evidence have you gained to describe what purpose the author had for writing the book? (20 pts)
- Is the book’s argument convincing? (In other words, did they author accomplish the purpose in which they wrote the book for?) If so why, if not, why not? Cite examples from the text. (20 pts)
- How has reading this book impacted your personal view on the topic covered by the author? (20 pts)

Current Events – Each student will need to complete one current event (*not more than 2 weeks old*) per unit (*4 per semester*.) Each current event will consist of an event that can be directly tied into the content of the unit of study we presently are in. You will need to consult the Semester Curriculum sheet to determine which current events will be accepted and which will not. Your current event will need to be one page in length and include the following three criteria:

- 1) A summary of the article you have chosen.
- 2) How the current event impacts the development of the United States.
- 3) How does the current event relate to the unit topic(s) we are discussing in class.

Each current event will be due the day of the assessment for each unit, however, students choosing to present their current event in class prior to the due date will be eligible for extra credit on the assignment. Students turning in the assignment on the due date will not be eligible for extra credit on the assignment. (10% of final grade)

Notes – You will need to keep a notebook of notes that are given in class. Simply copying the outline that is presented will earn 50% credit. **DO NOT** write everything down that I say, you will need to distinguish what is important and what is not important. Notebooks will be turning in at my request, be sure to bring them everyday. If you are absent on a day notes are taken, it is your responsibility to “borrow” them from a classmate. (20% of final grade)

Stock Market Simulation – Beginning in November you will be competing in our Virtual Stock Market Simulation. The competition will enable you to compete against all students enrolled in US History both 1st and 2nd Semester. The simulation will last for a 3 month period which will enable you to develop an understanding of how the stock market operates. During the simulation you will complete a portfolio project over a stock you have invested in to demonstrate your understanding of the objectives of the simulation. The guidelines for the project will be distributed in November.

Debate on Contemporary Topics and Issues in American Society

Towards the end of the semester each student will participate in a debate over topics relevant in our society today. Topics and issues will be generated and voted on by the class. You may select your team members (each team will have a maximum of three members). Once topics are selected, a random drawing will be taken to determine the topics, the position, and the date each team will present. Teams will not be able to select their topics or position.

Mid-Term & Final

An optional mid-term final will be available for students interested in taking the exam on **October 20th at 7:30am**. This is the only time the mid-term will be available for students to take advantage of. It is your responsibility to arrive on time and finish the exam by 8:15am. Please inform me if you are planning on taking advantage of this opportunity prior to the date of the test.

A comprehensive final examination (this is not optional) for the 1st part of the course will be distributed on the day of finals prior to the end of the semester. The final will result in 10% of your final semester grade for the class.

US History Curriculum – 1st Semester

Unit I – “Developing a Nation”

- Explain the role diversity has played on the creation of America
- Analyze the development of American Ideology
- Understand the core civic values inherent in the founding documents of America
- Examine issues challenging interpretations to the founding documents

Unit II – “Life at the Turn of the Century”

- Examine topics in the transformation of American society
- Explain the rise of the American labor movement
- Illustrate how the demand for labor is influenced by productivity of labor and explains the factors that influence labor productivity

Unit III – “Becoming a World Power”

- Explain the spread of Progressive ideas
- Examines the emergence of the US in international affairs
- Analyzes the reasons for and impact of the US’s entrance into WWI
- Analyze how the home front was influenced by the US involvement in WWI
- Examine the cause and consequences of WWI
- Analyze the role of the United States in the world

Unit IV – “Good Times and Bad”

- Analyze factors that contributed to changes in US society during the 1920s
- Evaluates social conflicts in the 1920s
- Analyzes the cost and benefits of investment alternatives
- Analyze significant developments in race relations during the 1920s
- Analyze the causes and impact of the Great Depression
- Analyze the costs and benefits of New Deal programs
- Evaluate the costs and benefits of governmental economic and social policies on society
- Analyze the debate over expansion of federal government programs during the Depression