

American History 11 Course Introduction

A.M.D.G.
McQuaid Jesuit High School
Mr. Ruppert

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Daily Materials Needed:

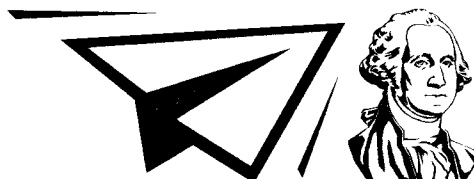
1. A 3-ring binder with supply of loose-leaf paper and three-ring pocket folders (to be used for this class only)
 2. Assigned Textbook: The American Journey and the corresponding homework assignment / packet
 3. A pen and a pencil
 4. Outside readings and materials as instructed by Mr. Ruppert
 5. Your brain with a clue as to the day's upcoming festivities
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American History Course Overview

This course is an economic, political and social history of American life and institutions. Although roughly chronological in format, significant focus will be given to understanding themes that emerge and change over the broad scope of American history. For instance, while we are studying "Indian removal in the 1830s" in our textbook, this would naturally lend itself to discussion of the current role and status of Indian nations today. Should casinos be built on reservation lands today? Emphasis will be placed upon those historical experiences and developments that were pivotal in the emergence of American culture today. We will not, however, study American history in a vacuum, as we also will develop a solid understanding of both America's historical as well as present place in the world.

Major Curriculum Focus: We Will...

- utilize the concept of "text as roadmap" to develop a strong historical context for classroom instruction
 - analyze and understand primary and secondary source documentation
 - develop and exercise critical thinking skills / develop expertise in traditional and electronic research skills
 - develop and articulate (both written and orally) well reasoned personal viewpoints on controversial topics in American history
 - develop awareness and understanding of the historical background to major current events topics
 - go beyond the detail provided by the textbook to appreciate the human interest "story" side of history and develop a sense of historical empathy for those who have gone before us
 - develop a balanced view of the nation's past, where we appreciate and honor America's unique and proud heritage, while at the same time see our nation as a work in progress with respect to historical and ongoing issues of social justice.
 - highlight the contributions of specific individuals that can be seen by us as historical role-models who "set fire upon the earth" in true Ignatian fashion in order to further the cause of social justice within our nation.
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GETTING ON THE SAME PAGE FIRST BEFORE "CC SAILS THE OCEAN BLUE IN 1492"

Classroom Conduct Expectations

Although it is assumed you will follow the guidelines of your **Student Code of Conduct**, some points bear reemphasis.

1. Come through the door and proceed to your assigned seat, ready to work -- IT IS YOUR JOB -- If the door is closed, you are late and need a yellow admit pass. Quietly begin daily quiz preparation.
2. Students who eat or drink in class will receive JUG.
3. Students found in violation of Dress-Code will receive JUG.
4. The school administration and your family will be notified in the event of cheating, copying or plagiarizing. To be men for others is to be men of honor. You must not cheat period.
5. It is the responsibility of the student to keep a cover on their textbook throughout the year. (one day warning policy in effect).
6. Overall good behavior in the classroom is always expected. MUTUAL RESPECT IS PARAMOUNT. Really this should be #1 on the list but I was too lazy to cut and paste. Refrain from disruptive behavior. Raise your hand if you wish to participate in class. Remember, all regulations from the student handbook are in effect. If I deem your behavior inappropriate, expect to stay after school for my own daily JUG session. This cannot be rescheduled and automatically becomes school JUG if you are unable to attend.
7. Make an effort to maintain a level of cleanliness that reflects pride in our school. Remember, this is Mr. Ruppert's office and workplace.
8. Please show respect for those conducting afternoon announcements by remaining in your seat and attentive. Please.

Some Basic Academic Expectations of the Student:

1. Homework, when written, must be done neatly (blue/black pen preferred). If I deem your work illegible, it will be returned to you ungraded and subject to lateness penalties until I receive acceptable work.
2. You can expect approximately 20 to 40 minutes nightly homework related solely to learning material relevant to the next day's class. Assignments will be written on the board in the same spot each day and you should begin your daily notes by writing the day's date and copying this information down. You will be required to make extensive use of your textbook's accompanying web site as well as Mr. Ruppert's American History 11 class web site to complete homework and long term assignments. (details to follow)
3. All essays, papers, and other long-term assignments must be typed unless otherwise noted on the assignment itself. Basically everything except the nightly homework (packets) that accompanies your textbook must be typed unless otherwise noted.
4. On the whole, expect regular daily section quizzes (half sheet / 10 pts.), weekly or bi-weekly chapter tests (100 pts.), weekly to bi-weekly smaller writing assessments of 1 to 2 pages (25 to 50 points each), and either a 2nd semester major research project. (much more later on this) due at the end of the year.

What To Expect On A Daily Basis (“The Grind”)

This scope and content of this course is substantial (11 chapters covered on the midterm, 17 chapters covered on the final exam). We will average one chapter per week coverage, although we will condense certain chapters while spending additional time beyond one week on other selected chapters. Although we know McQuaid’s school year is not exactly known for being a series of uninterrupted 5 day work weeks, the course will proceed generally along a format similar to that shown below:

Standard Chapter Approach (usually the case):

For homework, read one section per night, working on your homework packet throughout the chapter, with a chapter or double chapter test at the end of the chapter(s)

Ex:

Day 1: Quiz on 1-1 / Lesson on 1-1 / Read and optionally complete online exercise for 1-2 for homework

Day 2: Quiz on 1-2 / Lesson on 1-2 / Read and optionally complete online exercise for 1-3 for homework

Day 3: Lesson on 1-3 / Read and optionally complete online exercise for 1-4 for homework

Day 4: Quiz on 1-3 and 1-4 / Day 1 of Lesson on 1-4 / no additional homework

Day 5: Day 2 of Lesson on 1-4 / Study and optionally complete online chapter review exercise for homework

Day 6: Test on Chp 1 with your Chp 1 HWP and essay due in class– Read and complete online exercise for 2-1 for Day 7

Speed Approach (5-7 chapters throughout the year)– Condensed into two day multiple choice packet activity
These chapters will not be covered in great depth on the midterm or final exam

We will also have the occasional “F. I. G. Day” on the schedule

Criteria for Evaluation / Types of Assignments:

During the marking period (MP) you will have a total amount of possible points that you can accumulate, which is then divided into the amount of points earned to reach your numerical percentage average. It is simple arithmetic with the exception of the 4th MP, where your term paper / multimedia project accounts for a significant portion of your MP grade.

	<u>7 chapters covered from text (2 covered in “speed” format)</u>	
M.P. Example:	4 tests x 100 = 400 (5 chapters)	
	2 open book speed-packets x 50 = 100 (2 chapters)	
	12 daily quizzes x 10 = 120	
	2 history journal essays x 30 = 60	
	1 internet assignment (WebQuest) x 30 = 30	
	2 current event essays x 30 = 60	
	5 chapter homework packets x 40 = 200	
	2 in class group / individual assignments x 15 = 30	
	Total Points = 1000	
	<u>900 earned points</u>	
	1000 total points	= 90% marking period average

Class Absences / Make Ups / Late Work Penalty Policy

1. You are **responsible** for completing all class work and homework assigned **during your absence**. I do not work for the FBI. It is not my duty to investigate / find / track / inform you of what you missed. You take the initiative to ask the questions and I answer them. Unless you are absolutely too sick to work in your absence (which I know genuinely can be the case), homework must still be done in your absence through the online resources at your disposal. Any questions, I can be reached at jruppert@mcquaid.org. I check my e-mail regularly. If your reason for absence truly prevented you from doing your schoolwork (again, because of extreme sickness, family emergency, etc.), then you are expected to meet with Mr. Ruppert as early as possible upon your return to school to schedule a reasonable make-up schedule.
2. Show up for tests. Students who are **present for all tests and quizzes in a semester** may **drop their lowest test grade in the 2nd and/or 4th marking period** and replace it with their highest. Students who, gulp, miss a test will have to take a, gulp, makeup test. This test will be constructed by an angry teacher, me. Do not miss tests. In the event that a "makeup" applies to you, the missed test must be made up within the first 3 flex periods the teacher is available after your return from absence. Failure to do so may result in a grade of "0". If you are **absent on the one day before** a test/quiz, and in school the day the test/quiz is administered, assume that you must take the test/quiz as regularly scheduled. "I did not have my textbook at home" is not an acceptable excuse. P.S. – Again, your textbook will be available online. For longer term absences, see me individually to coordinate a makeup plan.
3. Missed daily quizzes (10 point variety only) are "missed opportunities" to demonstrate your preparedness for class. You will not make these up, but instead will receive a sub. grade based on your chapter test grade.

Ex; 84% on chapter test = 8/10 on missed daily quiz / 85% on chapter test = 9/10 on missed daily quiz
4. If you **skip a test or quiz** for an unacceptable reason, you will receive a grade of "0". Generally speaking, guidance appointments should always be rescheduled if they conflict with a full period test.
5. **Assignments handed in late** (essays, projects, chapter outlines, etc.) are generally penalized 10% per day of lateness. In any case, **a lateness form with parental signature** will be need to be turned in with the assignment in order to receive the appropriate partial credit. Nightly homework will be checked daily and will not be given credit if incomplete or missing by the start of class.

FINAL COMMENT: McQuaid is our school, and it is up to each of us to make it the best school it can be. I look forward to a rewarding year for all in the McQuaid community, and wish you success in this course and in your other extra-curricular endeavors. I am here to help you learn and develop into a "man for others" and learn a little U.S. History along the way. If you have any concerns about this class or anything else, see me individually at Flex, or after school.

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