

American History 8 Course Introduction

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

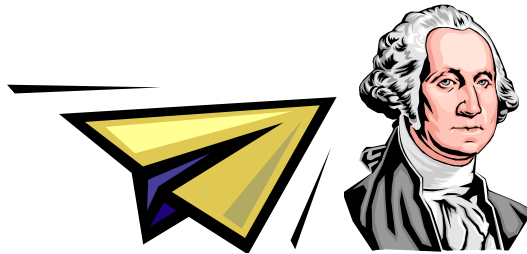
E-mail: jruppert@mcquaid.org

Class Websites: The normal McQ teacher site
AND
www.jruppertatmcquaid.com

Daily Materials:

1. Your accordion folder with a supply of loose-leaf paper (each for Social Studies ONLY)
 2. Your McQuaid Agenda / Planner Notebook
 3. Our assigned textbook: Call To Freedom and the corresponding homework packet
 4. Outside readings and materials provided by Mr. Ruppert as instructed
 5. A pen and pencil for each class
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Course Overview of Social Studies 8



This chronologically organized course will explore the course of American History from the Civil War to the present. Although organized chronologically (13 textbook chapters total), significant effort will be made throughout the year to explore the various common themes found across American history, and how we may use our gained historical knowledge of events, movements, and people to come to a deeper and more exciting understanding of the present.

Meaning, for example, if we are studying the politics of the early 1800s, “KNOWING WHAT WE DO ABOUT HIM, WHAT WOULD THOMAS JEFFERSON THINK OF THE ROLE OF THE FEDERAL GOVERNMENT IN THE UNITED STATES TODAY.” “Would you agree with him?”

While including all major political, economic, and foreign relation developments that have shaped the course of our nation’s history since the Civil War, this course will have a decided emphasis on social history -- or more simply, **THE STORY OF COMMON PEOPLE.**

One of our major learning goals is to develop a sense of **HISTORICAL EMPATHY**. Put simply, we want to be able say from our study of history, **“I feel like I know how the members of the Cherokee Nation felt during the Trail of Tears,” or “I understand the turmoil that went through Abraham Lincoln’s mind as he tried vainly to keep the Union together.”** Notice how different this approach is from just learning that in 1830, Andrew Jackson pursued a policy of Indian Removal. We will seek to gain understanding of this personal side of American history, all the while developing a firm grasp of the proper chronology and context.

Above all, we will be critical of America’s past where we need to be, and at the same time, celebrate and give credit to the contributions of the many diverse people who have made our great nation what it is today

Major Focus Points In Our Study Of United States History Along The Way: 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

 - 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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BEFORE THERE IS GUNPOWDER IN THE AIR: GETTING ON THE SAME PAGE FIRST

I) My Basic Classroom Conduct / Behavioral Expectations Of You

1. You must come to class prepared (see above).
2. You must be on time for class. When you enter the classroom, take your seat immediately and prepare your workspace for the period. Take out homework, papers, notebooks, etc. and wait quietly for instruction. Check out the assignment board and write down your homework immediately. If the door is closed, you are late for class and need a pass to be admitted.
3. Although it is assumed that you will follow all guidelines contained in your **Student Code of Conduct**, some points bear reminding / reinforcing
 - **The Golden Rule in Life and our Classroom**
TREAT OTHERS AS YOU EXPECT TO BE TREATED – MUTUALLY...
 - a. Respect Opinions
 - b. Respect Feelings
 - c. Respect Property
 - d. Respect Differences

 - **Obvious “NoNos” / Reminders**
 - a. Students that eat/drink/chew gum in class will receive JUG
 - b. Students found in violation of the Dress-Code will receive JUG
 - c. The school administration and your family will be notified in the event of cheating, copying, or plagiarizing – BEING MEN FOR OTHERS IS TO BE MEN OF HONOR.
 - d. It is the student's responsibility to keep their textbook covered throughout the year. (one day warning)
 - e. Don't make a mess / Clean up your mess – This is Mr. R's office.
 - f. Please remain in your seat and be quiet and attentive during announcements.

II) My Basic Classroom Academic Expectations Of You

The Golden Eight Rules / Considerations To Help You Maximize Your Academic Performance in AH 8

1. Complete all assignments ON TIME. Homework will be checked daily and certain in-class work will be collected and graded. Homework must be fully complete when you come through the door for credit.
2. Homework must be neat and fully complete. If I deem your work illegible, it will be returned to you ungraded and be subject to lateness penalty until I receive an acceptable product. If you cannot print legibly, then I expect your homework assignments to be word processed.
3. You can expect approximately 20 to 40 minutes daily homework per night (not related to test/quiz/long term assignment preparation) with an occasional night off. Assignments will be written in the same spot on the board every day. You should begin class by recording this information in your assignment notebook and putting the day's date as a heading in your social studies notebook (**GET READY FOR "THE BIG THREE!"**)
4. You will receive ample notification of upcoming tests and quizzes, and will usually receive possible test essays and chapter review guides in advance of the test. **USE THEM TO BE WELL PREPARED!**
5. Please participate in class as much as possible by asking questions, giving answers, and making appropriate comments concerning the material at hand. This helps the learning process and gives class a good pace. **REMEMBER TO RAISE YOUR HAND IF YOU WISH TO PARTICIPATE IN CLASS.**
6. Plan accordingly for long-term projects (No procrastination!) and study even if there is no written homework.
7. Accept nothing less than your best effort at all times.
8. **USE THE CLASS WEBSITE TO YOUR ADVANTAGE.** Among other features, it will include:
 - Info on the course, including this syllabus in its entirety
 - Class Calendar with homework and project due dates
 - Copies of many of your assignments
 - Homework packets
 - Portfolio assignments
 - Much, much more...Constantly adding content to it!...
 - Links to Web sites specifically chosen by Mr. Ruppert to go along with our text
 - An online version of your textbook
 - Links to samples of excellent student work
 - Study Guides for Chapter Tests

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THE BOTTOM LINE...

Evaluation Procedure / Types of Assignments

During the marking period you will have a total number of possible points that you can accumulate, which is then divided into the number of points earned to reach your numerical percentage average. SIMPLE DIVISION!

Example: 3 Chapters covered during the marking period

3 tests x 100 = 300	Total Points = 800
3 quizzes x 50 = 150	
3 portfolio assignments x 50 = 150	
3 homework packets x 25 = 75	<u>720 earned points</u>
3 in-class group grades x 25 = 75	800 total points = 90% MP avg.*
5 collected in class assignments x 10 = 50	

- You have one other factor which determines your final marking period grade. It is the category of class preparation / participation / behavior (PPB). You will receive an additional grade that, in size is 10% of the total number of points for the marking period. In other words, going with the above example, there would be an additional 80 point grade added in my grade book ($800 \times 10\% = 80$). The way this works is as follows.
- For any time I decide to keep you for Mr. Ruppert JUG after school because of behavioral issues, I may take up to 5% of that PPG grade (in other words in this example, 4 points). For any blue-sheet you “earn”, I automatically deduct 5% of that 80 point grade. The point is that if you lost 40% of this grade because of behavioral and/or preparation reasons, you would have earned an additional 48/80 PPG grade. If you do the math, you see that in this hypothetical marking period, it would reduce your overall marking period grade from 90% to 87% if that were the case

A TYPICAL MR. RUPPERT TAUGHT CHAPTER (Tentative)

Monday	Day 1: Intro to chapter (read and complete section 1 guided reading for homework)
	Day 2: Section 1 in class (read and complete section 2 guided reading for homework)
	Day 3: Section 2 in class (no homework)
	Day 4: Section 2 in class (read and complete section 3 guided reading for homework)
Friday	Day 5: Section 3 in class (study for quiz Monday on sections 1, 2, and 3)
Monday	Day 6: Quiz (read and complete section 4 guided reading for homework)
	Day 7: Section 4 in class (read and complete section 5 guided reading for homework)
	Day 8: Section 5 in class (no homework)
	Day 9: Section 5 in class (assigned chapter review homework)
Friday	Day 10: In Class Chapter Review (Review games are a privilege)
Monday	Day 11: Chapter Test (Chapter homework packet due)
Tues	Day 1: Introduction to the next chapter (portfolio from previous chapter due)

† AMDG †

THE REDICULOUSLY MUNDANE, MAN DO I HATE GOING OVER THIS STUFF, BUT I MUST JUST SO I CAN LATER TELL YOU “I TOLD YOU SO” STUFF

Class Absence / Make Ups / Late Work Penalty Policy

1. You are responsible for completing all class work and homework assigned during your absence. You must have it made up by the day after you return from absence unless Mr. Ruppert agrees otherwise. Never assume you will be granted an extension. AGAIN, MAXIMIZE YOUR USE OF THE RESOURCES ON THE CLASS WEBSITE WHEN YOU ARE ABSENT. EVEN IF YOU “DON’T HAVE” YOUR TEXT, IT IS POSSIBLE TO STAY UP TO DATE.
2. **Missed tests/quizzes** (due to absence) must generally be made up within the first three flex periods where Mr. Ruppert is available after your return from absence (or after school if available). Make arrangements to make up missed tests/quizzes IMMEDIATELY upon your return. It is not my duty to remind you. If you try to “duck” the makeup you will receive a zero.
3. If you are **absent on the day(s) before a test/quiz, and are in school on the day the test/quiz is administered**, assume that you must take the test/quiz as regularly scheduled, unless specific arrangements have been made with Mr. Ruppert **in advance of class**. “I did not have my textbook at home” is NOT an acceptable excuse. Again, resources such as chapter test study guides will be made available online.
4. If you are in school and **skip a test or quiz**, you will receive a grade of “0” (guidance appointments can generally be rescheduled without difficulty)
5. If you are in school but **miss American History 8 for legitimate reason**, you are expected to see me sometime later in the day for a homework check / to get new assignments.
6. You will receive **no credit for textbook based nightly homework packet directed readings that are completed late**. Three missed homework assignments (three blue sheets) will result in parent notification. Standard lateness penalty for **all other assignments** (portfolio assignments, projects, etc.) is 10% for one day late and 10% for each additional day late beyond the first. In any case, a **LATE ASSIGNMENT SHEET** signed by a parent must be handed in with the late assignment for any credit to be received on non-homework assignments (projects, papers, etc.).

GOOD LUCK TO ALL...NOW LETS GET READY TO RUMBLE!!!

IGNEM MITTERE IN TERRAM

