

MODERN AMERICAN HISTORY COURSE CONTRACT
2021-2022 Ruch

Course Description

Modern American History encompasses post-World War II America. America finished World War II as the most powerful nation on Earth. America would enter the post-war era as the world saving beacon of freedom after the rise of totalitarianism of World War II. The immediate consequence would be embroilment in a Cold War with Russia. The competition of the Cold War dominated all events from 1945-1990 including the space race, civil rights movement, popular culture and politics. The Cold War resulted in many dangerous incidents which led America to the brink of nuclear war, threatened our own practice of civil liberties, and led to hot wars in Korea, Vietnam, and other small places. The ending of World War II and the resulting Cold War also causes massive disruptions and political shifts in the Middle East and North Africa. The end of WWII caused a collapse of hypocritical colonialism which allowed the emergence of Middle Eastern and North African nations. These nations soon realized their potential power and influence which quickly led to conflict with America and Europe. The conflict and tension escalated until the climactic on 9/11 attacks. America has been embroiled in a War on Terror ever since 9/11. Thus, the Modern American History course will study two broad themes: the Cold War and the War on Terror. These themes will be used to better understand current America. The links between the Cold War and War on Terror on contemporary America will be frequently analyzed.

Classroom Procedure

1. Be in your assigned seat and quiet when the tardy bell rings and attendance is being taken.
2. Be prepared to LEARN (Ex. device charged/logged on, focus yourself, test day assignments complete, stapled & ready to collect).
3. Check the chalkboard/screen and IMMEDIATELY begin daily introductory assignments.
4. Be attentive, engage in learning activities, ask questions, make relevant comments.
5. **Actively** learn by participating in class discussions and activities.
6. When given time to complete an assignment, *use the time to complete the assignment.*
7. Remain in your seat until dismissed...COMPLETE CLOSING ACTIVITY DESPITE ANNOUNCEMENTS OR BELL!!!
8. Weekly FOCUS grade is based on following the daily procedures and engagement with Economics learning.
9. You are responsible for missed assignments/grades/FOCUS points if you are out of class for any reason.
10. In the event of a substitute teacher, an assignment will be made and will be due at the end of the class period. Unsatisfactory behavior will result in 0 points and disciplinary action. Excellent behavior will gain great rewards for the entire class.

Essential Resources

1. Chromebook: charged and ready to work EVERY day
2. <http://www.theruch.weebly.com>
3. Other supplies: art supplies will be needed for many classroom learning activities

Emergency Procedure

1. FIRE: Exit classroom through the outside door, assemble quietly in the student parking lot away from FIRE LANE. I will take attendance, so remain together until the all clear signal is given, then return immediately to the classroom.
2. STORM: Exit classroom in a single file line on the left side of the main hall. Go to the Boys Locker Room where you duck and cover. I will take attendance, so remain together until the all clear signal is given, then immediately return to classroom.

Grading Procedure

ALL assignments are for a grade. Semester grades will be calculated with 45% weight on learning activities/homework and 45% weight on formal assessments. A comprehensive final will be given at the end of the semester worth 10% of your semester grade. There will also be a major research project throughout the semester worth 100 test points. Thus, testing will be the major factor in your final grade. Bonus points will be awarded periodically, but I will accept no extra work for bonus points. There are no curves applied to the grades. Percentages will be rounded to the nearest whole percent. Letter grades will then be determined in accordance with the school grading scale.

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| Grading Scale: | A | 95-100 | Unit Activities: | 1. Classwork | 10 pts each |
| | A- | 90-94 | | 2. FOCUS Points | 10 pts per day |
| | B+ | 87-89 | | 3. Quizzes | 50 points |
| | B | 83-86 | | 4. Research Project | 100 points |
| | B- | 80-82 | | 5. Semester Finals | 10% of Semester Grade |
| | C+ | 77-79 | | | |
| | C | 73-76 | | | |
| | C- | 70-72 | | | |
| | D+ | 67-69 | | | |
| | D | 63-66 | | | |
| | D- | 60-62 | | | |
| | F | 00-59 | | | |

Discipline Procedure

I have simple major rules: **COME TO LEARN!! FOLLOW PROCEDURES! BE RESPECTFUL!!!!** Throughout my teaching career I have had few discipline problems. I expect a positive learning environment at all times. No student should ever be referred to the office. I have extremely high expectations for the maturity of students. Behavior is a choice completely under the control of the student. Problems may be avoided by following the classroom procedures and terms of this contract. My job is to teach, not discipline. If you choose to interfere with the teaching process, then you choose to accept the consequences. Any behavior that disrupts the classroom activities will be dealt with as follows.

- 1st Incident: Verbal Warning in class, after class conference with student to clearly state the problem and discuss solutions.
- 2nd Incident: A student/teacher conference with appropriate actions to resolve the problem.
An office referral will be prepared for immediate referral to the office upon the 3rd incident.
- 3rd Incident: Immediate referral to the Principal's Office, all previous incidents and documentation will be attached to the discipline referral to demonstrate that the student has had ample opportunity to choose appropriate actions.

Classroom Definitions of Good and Respectful

1. Follow all daily classroom procedures listed above. Weekly FOCUS grade is based on daily procedures above and below.
2. Please use the restroom, get drinks, or take care of other business before or after class. Use pass procedure if necessary.
3. Keep the classroom clean. Dispose of trash properly. Put art supplies and books back in proper storage area.
4. Remain in the seat assigned to you at all times, being out of your seat is disruptive during a lesson/activity.
5. If you choose to talk when another person is addressing the class, you are disruptive to learning.
6. Sleeping/Chromebook distractions result in lower or failing grades and sends a clear message that you don't care about your grade.
7. Use appropriate language; profanity or inappropriate language/discussions communicate nothing intelligent in the classroom.
8. Turn in all assignments on time. The high school late work policy defines deductions for late work.
9. Always return resource books and materials in a neat and orderly fashion. **PUT THINGS BACK WHERE THEY BELONG!**
10. If I have to stop teaching due to your actions, you have NOT respected the learning of others.

Special Computer Classroom Procedures

1. Be sure your Chromebook is charged and ready to work daily.
2. Log into your Chromebook immediately and be prepared to begin class activities BEFORE the bell rings.
3. Printing is NOT available in the classroom. The library has print stations. Print needed items BEFORE class.
4. ALL computer use in class should relate to class content. Games, videos, Netflix, web surfing is NEVER allowed.
5. Follow school and classroom technology policies. The high school policy is **NO PHONES EVER! DO NOT ASK!!**
6. ALWAYS HAVE A BACK UP PLAN FOR TECHNOLOGY FAILURE!! YOUR GRADE DEPENDS ON IT!!

High School Late Work Policy

- First semester: Students may turn in assignments up to one week late with a 20% reduction; two weeks late with a 30% reduction.
No assignment will be accepted for a grade two weeks after the assignment was due.
- Second Semester: Students may turn in assignments up to one week late with a 30% reduction; two weeks late with a 35% reduction. No assignment will be accepted for a grade two weeks after the assignment was due.

FOCUS POINTS

FOCUS points are merely a 10 point daily reward for those students who attend class, follow procedures, actively participate, and positively contribute to the educational success of the course. The educational success of the course REALLY depends on student input and contributions. Thus, disengaged students are detrimental to the educational success of the course.

FOCUS points do not make a drastic grade impact unless a student consistently refuses to engage.

Check PowerSchool comments for specific feedback.

The rule of thumb: make positive contributions to the class, engage with learning discussions/materials/projects, and make the course more positive and educational. You cannot make these positive contributions if you are not in class or not engaged with learning discussions/materials/projects due to computer distractions or other course work.

MAKE THE CLASS A BETTER PLACE!

AMERICAN HISTORY PROJECT

Historical Book Review

In order to immerse students in Modern American History learning, an historical book review or research paper will be required. You may choose whether to complete a book review or research paper.

The book review grading criteria are listed below. The research paper grading criteria are below. The student must select and gain instructor approval of one historical book. This book must be a significant work of non-fiction or a classic novel with significant historical context regarding Modern American History. The instructor will determine if the book meets expectations. The student will then read the approved book and prepare a book review based on the following criteria. The total assignment will be worth 100 points.

1. Selection (-20 points)

- *book must be approved by instructor, must be scholarly and must apply to Modern American History
- *a thorough book review will generate 5-8 pages

2. Author (20 points)

- *research the author of the book
- *summarize the author's career
- *analyze the author's qualifications to write the book

2. Summary (20 points)

- *determine the thesis of the book
- *summarize the primary content supporting the thesis
- *summary should convince the instructor you have actually read the book

3. Historical Analysis/Context (20 points)

- *analyze and explain the thesis in historical context
- *discuss how the book relates to the historical time period, especially if you picked a classic novel
- *relate your understanding of the book's thesis and content to the time period
- *explain what the author is trying to say in the book
- *explain your original thoughts on the period of history and how the book applies to your thoughts

4. Critique (20 points)

- *analyze the quality of the book
- *discuss pros and cons; grade the author
- *make recommendations

5. Scholarly Format (20 points)

- *book review must be prepared in a scholarly format of your choice of MLA, APA or other
- *Scholarly format means typed, double spaced, title page, all the things you've learned in writing classes
- *properly cite references
- *properly cite any outside sources used in your book review
- *failure to cite sources is plagiarism
- *cutting and pasting from websites is plagiarism
- *rewording a sentence is plagiarism
- *plagiarism earns a zero and a free one way trip to the school discipline policy enforcement network
- *HINT: it is actually easier to read the book and make some original thoughts!!!!

Due Date: DECEMBER 3, 2021/MAY 6, 2022

MODERN AMERICAN HISTORY PROJECT
Historical Research Paper

In order to immerse students in Modern American History learning, an historical book review or research paper will be required of the CP American History student. You may choose whether to complete a book review or research paper.

The research paper grading criteria are listed below. The book review grading criteria are listed above. The student must select and gain instructor approval of one historical topic. This topic must be historically significant and influential in the development of Modern America. The instructor will determine if the topic meets expectations. The student will then research the approved topic and prepare a scholarly research paper based on the following criteria. The total assignment will be worth 100 points.

1. Selection (-20 points)

- *topic must be approved by instructor
- *topic must be scholarly
- *topic should generate a 6-10 page research paper

2. Introduction (20 points)

- *introduce the reader to your topic
- *explain why topic is significant and why you chose this topic
- *develop a thesis which explains the entire point and organization of your paper

2. Background (20 points)

- *research and summarize relevant background history of your topic
- *explain how the background information is significant to the development of your topic
- *for example, a research paper on Napoleon needs the French Revolution background

3. Main Topic (20 points)

- *analyze and explain the historical significance of your topic
- *include enough detail so the reader gains a thorough understanding of your topic
- *summarize the most important points regarding your topic

4. Conclusion (20 points)

- *explain why your topic is significant and influential to events unfolding after your topic
- *thoroughly explain why your topic is influential to Modern American History
- *For example, if you researched Napoleon, analyze how Napoleon influenced America

5. Scholarly Format (20 points)

- *research paper must be prepared in a scholarly format of your choice of MLA, APA or other
- *Scholarly format means typed, double spaced, title page, all the things you've learned in writing classes
- *properly cite a variety of SCHOLARLY references from books, websites, journals, etc.
- *failure to cite sources is plagiarism
- *cutting and pasting from websites is plagiarism
- *rewording a sentence is plagiarism
- *plagiarism earns a zero and a free one way trip to the school discipline policy enforcement network
- *HINT: it is actually easier to do the research and write original thoughts!!!!

Due Date: DECEMBER 3, 2021/MAY 6, 2022

