

# JOB TRAINING HANDBOOK for \_\_\_\_\_

Once this handbook is reviewed, parent and student signature pages must be returned acknowledging understanding of student's employee contract.

## AMERICAN HISTORY 2

*"Education pays. It just doesn't pay you right now."* –Ms. Thrower

Daily Calendar and Assignments: [www.laurathrower.com](http://www.laurathrower.com)

Contact Email: [lthrower@wcpss.net](mailto:lthrower@wcpss.net)

Room Location: Room 2504

Planning Period: A Day: 3<sup>rd</sup> Period, B Day: 4<sup>th</sup> Period

Tuesday Tutorials: 2:40PM to 4PM

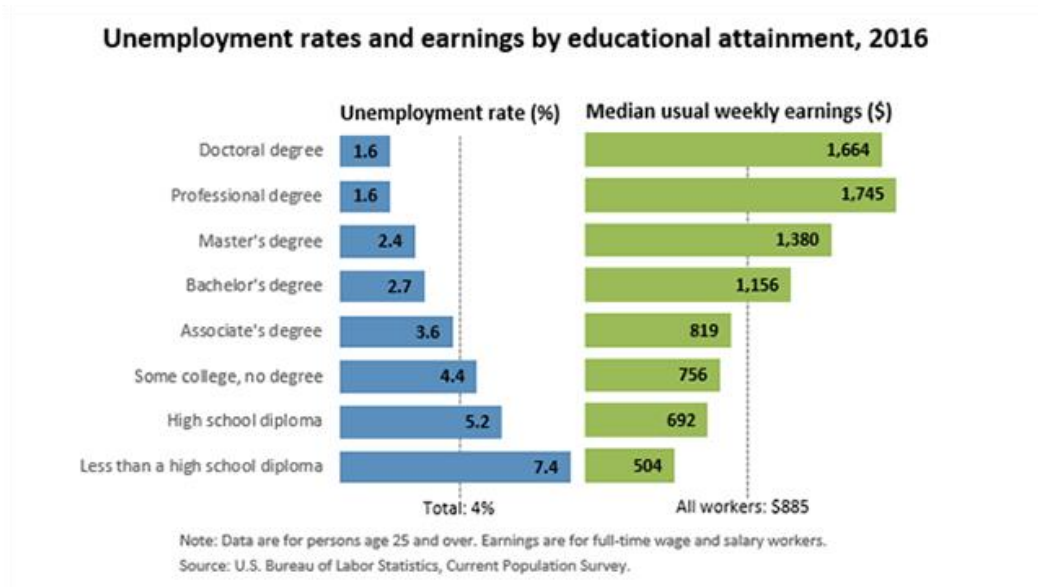
All other Tutorials/Make Up scheduled by email appointment, Remind or Google Voice

Remind101 Join Codes (text the code given in class to the number 81010)

A Day APUSH:

B Day AP GoPo:

A/B Days American History 2:



**The 2016 Federal Poverty Line for a Single Person: \$11,880**

**2016 Federal Poverty Line for a Family of Four: \$24,300**

**A. Checkpoint: Analyze the infographic above, and in the space below, explain the "story" this information teaches you:**

# AMERICAN HISTORY II SYLLABUS

*“The most expensive mistake a person can make is to choose to remain uneducated.”*

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This course focuses on our nation’s past in order to gain historical perspective: to determine how past events have influenced our time and have determined the options open to us as we seek solutions to problems. Skills used and improved in this class: cause and effect thinking, summarizing important ideas, increasing vocabulary, organization, better communication of ideas and the ability to form and win arguments based on fact and opinion. These skills are needed for successful adults and are able to be improved upon every day with every activity.

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## Course Syllabus: American History II

Unit One: The New South, the West and Populism

Unit Two- The Gilded Age and Progressivism

Unit Three: Imperialism and World War I

Unit Four- Boom and Bust

Unit Five: World War II

Unit Six: Cold War Politics

Unit Seven: Domestic Conflict and Change (1950-1976)

Unit Eight: Contemporary Issues in America (1976-the present)

Final Exam Review

The first 4 days of this course will focus on skills you can use to improve your reading comprehension, vocabulary, critical thinking ability, attention, technology skills, and organizational skills. **In my opinion, for many students, these 4 days and what you take from it will be THE reason you pass or fail this class.** Think of this first week as your “job training”. Your high school education IS your current job. It will pay you BIG BUCKS later in life (as you can see from the chart on the front page of this packet). If you don’t take this job seriously, you will suffer financially later in life.

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## JOB ASSESSMENT (GRADING) INFORMATION American History 2

- **Projects/Webquests: 20%** (may include digital portfolio work)
- **Homework: 5%**
- **Classwork: 25%** (includes formative assessments such as: “Think and Do” bell ringers, quizzes, daily activities, Exit Tickets)
- **Notebooks/Unit Study Guide Completion: 10%**
- **Tests: 40%**

*Late points will be deducted for daily work and smaller assignments. After 3 days, these items will no longer be accepted. No exceptions unless you have a long term excused absence! Projects and other heavily weighted grades may be accepted with late points deducted and be accepted until the end of the quarter. When in doubt, check Powerschools entries on an individual assignment to see the late work requirement.*

**1<sup>st</sup> quarter = 40%, 2<sup>nd</sup> quarter = 40%, final exam=20% of semester grade**

**B. Checkpoint: What is YOUR personal percentage grade you hope to earn based on your effort and abilities? \_\_\_\_\_%**

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## **How will student learning be evaluated in this class?**

Grading in my class is based on a percentages earned through the quality of your work, and **only certain assignments will be grade for completion only.** Your objective in this class is to improve vocabulary, verbal and written communication, so perfect 100% scores are usually only awards for perfect written communication. **Any assignments turned in late or without a name will lose 10% automatically.** Most “small” assignments will **not be accepted after 3 days late.** Major projects, essays, or Webquests will lose points, but usually can be accepted until the end of the quarter with a penalty. You should keep a personal calendar with assignment deadlines. I put a plethora of comments on assignments in Powerschools to help you out. **Be aware the instructor is under no obligation to accept work after its assigned due date. Jobs have deadlines. My class is your job. MY job is not to teach you a month’s worth of material 3 days before your interim comes out. If you’re focused on learning and NOT your grade, you will do fine in this class.**

**It is YOUR responsibility to follow your progress in Powerschools.** It is YOUR responsibility to utilize ANY additional prep sources you need to learn the material. If you need to review online notes, make flashcards, schedule tutorials, watch youtube videos that teach you a concept better than you learned in class, or anything else that helps you reach your goal of “learn and earn”...you need to do it. Teachers cannot motivate you. Motivation comes from within. You **MUST** focus in class on the knowledge. Not your friends, not your phone, not the back of your eyelids.

You will have ample opportunity for **OPTIONAL** work in order to make up points lost points from missing assignments, late work, low test grades, and/or other assignments not earning full credit. **I DO NOT GIVE MAKEUPS ON QUIZZES DUE TO ABSENCES.** **Take advantage of these optional assignment if you want more points added to your grade!**

**C. Checkpoint: Based on what you just read on this page above, in the space below, summarize specific things you will need to do to earn the highest grade possible...which WILL BE a reflection of your knowledge gained:**

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# What Are Teacher Expectations on Class Participation?

Participation in class is more than physical presence. It means making a meaningful contribution to discussions and course activities. Satisfactory class participation and cooperation is defined as being present with all required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class. **Thinking and answering questions in class, right or wrong or somewhere in between IS encouraged.**

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## Note to parents:

Studies show when a reward, especially a grade, is offered, people choose easier tasks, take less risks, think less creatively about the task, enjoy the task less, and most importantly, **the reward makes the person believe the task is not worth doing.** (Why else would I *have* to offer you a reward unless the task at hand was not important or meaningful, right?). This is why as an educator, I do not use grades as “rewards”. Education is not meaningless or unimportant and my students need to learn the value of this without “carrot and sticks”. **If you are concerned about how your student’s work will be evaluated, please email me at [lthrower@wcpss.net](mailto:lthrower@wcpss.net)**

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## Top Skills Students Need to Build for Success in My Class

**1) FOCUS YOUR ATTENTION on everything happening every minute of the class.** Lecture time is a time you should improve listening and summarizing skills. Videos, maps, and graphs are shown because your brain learns better through images. New words, ideas and thoughts are constantly coming at you in class through verbal, visual and written methods. You need to pay attention to all of them. **The EASIEST trick to focusing your attention quickly is to put your eyes on what you need to focus on. Your eyes tell your brain what to focus on.**

**2) READ FOR UNDERSTANDING!** Studies show children who are read to on a regular basis before kindergarten, start school with a vocabulary nearly 4 times that of children who were not read to as small children! A lower level of vocabulary for kids and adults leads to problems learning, understanding, and communicating. Adults with lower levels of vocabulary have more emotional and/or anger problems. They also learn less money over their lifetime. Higher vocabulary is only gained through experience, observation, and reading. **You CANNOT be successful without the ability to read above a high school level. The only way to get better at reading, is reading. Choosing NOT to pay attention in this class or to avoid reading directions, class starters, etc is like making a choice to actively frustrate yourself on a daily basis. Your lack of attention will**

confuse you about what is going on. And typically, when people are confused, they get frustrated. Why would you WANT to do things that frustrate you?

**3) DELAY YOUR GRATIFICATION.** We will discuss this further in class, but this is a MUST for a skill possessed by successful kids and adults. You have to work to do the hard/boring/not as fun thing FIRST, and WAIT to do the thing you'd probably rather be doing like sleep/text/daydream/leave class. It's why I ask you to put your cell phone in the "phone bag" or sit away from your friends. Even adults have to actively find ways to keep distractions to a minimum. **"The difficult thing and the right thing, are usually the same thing."**

4) Find your **INTERNAL MOTIVATION.** Know your "why"! People that can self-motivate by focusing on internal incentives are FAR more successful in life than just "smart people". If you can teach yourself to motivate, you have already succeeded.

**D. Checkpoint:** For each of the 4 skills describe above, which one of those needs the most improvement from you? \_\_\_\_\_ At which skill do you think you are the best? \_\_\_\_\_

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## **Your Job Behavior Expectations...**

The student employee is expected to follow all policies legislated by the School Board and Southeast Raleigh Magnet High School's administration. I expect my students to understand they are in a place of learning and education. I expect that my students won't distract others, use insulting or degrading language, or in general, commit behaviors that make their life or learning more difficult. Complaining doesn't work for me. Yelling doesn't work with me. Being irritating to me or others in my classroom doesn't work with me. **Think about what your want/need and then exhibit behaviors that will work for you to get those goals.**

- 1. Be fearless.** Things in this class WILL be challenging. Don't give up. You CAN do anything as long as you aren't afraid. If you tell me you "didn't read", "didn't do homework", or anything else related to increasing your education, I'm going to tell you that you are afraid. Attack the fear, the challenges, and you will get better at everything!
- 2. SELF ADVOCATE:** This means YOU are the only person who can help you. Teachers aren't mind readers. If you are struggling, use tutorials, set up an appointment for extra help, research the web...you may not know all the answers in life, *but if you can find a way to find the answers...* you will go farther than most people around you.

3. **Give your attention to the class every day.** Contrary to what teenagers think, **attention** is what helps you learn, **not** interest. Things ARE boring when you do not have the basic knowledge to understand concepts. You can fix your own problems of boredom by TRYING to learn more about the world around you. Something to think about: any job you will get if you don't have a high school diploma WILL be boring. It gets really old to take simple orders from other people for the rest of your life.
4. **Be positive. Please don't bring negativity or hostility into my classroom.** Positive people are fun to be around and make others have a good day. Be THAT person.

**E. Checkpoint: Of the 4 Job Behavior Expectations on page 5, which do you think will be the most challenging for you to improve? Explain why:**

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## On plagiarizing...

Assume your neighbor is not as intelligent as you are. Plagiarizing or copying from anyone else will result in an incomplete for the assignment for **both students** and an alternate assignment will be given to each of you. If your only class goal is to LEARN, then copying becomes a REALLY illogical action, right? Plagiarizing from the internet is something many kids do without even realizing it. Reading and re-wording in your own words is a skill you will need to build. I had a student once say she copied everything for a project from the internet "because it's too hard to do it on my own." That's the EXACT REASON you SHOULD do it on your own then. **You will be asked to re-do any assignment I suspect was copied OR if I suspect you allowed another student to copy.**

## Day to Day Job Requirements

❖ **What's your policy on eating in the classroom?**

**No eating in my class.** From time to time I give candy/snack as incentives. You also can earn the right to eat anything you would like (except off campus fast food) during class time by redeeming a Delay of Gratification coupon.

More on that later. If you do earn this privilege, by all means use a trash can! A clean room is a happier place to be. **Drinks are allowed (except those brought from off campus).**

❖ **What's your policy on cell phones and other devices? Be with me, this needs a big explanation...**

For cell phones, and other electronics, I do not allow the use or visibility of these in my class, per *School Board Policy 6426.1 and 6426.4*. No matter our age or intelligence level, it is **more difficult** to learn with distractions. **All** data on learning supports this. Multitasking (dividing attention) leads to decreased performance on all tasks being performed. If I tried to teach while I were texting or listening to music, I wouldn't do either as well. **You will not learn as well dividing your attention between education and your social life.** And your social life isn't going to pay your bills later in life, so choosing that option is **irrational** behavior. If you are constantly obsessing over your phone, you might have a behavioral addiction to it. The only way to break yourself from your addiction is to remove it from your focus (i.e. away in my phone bag where you won't know if it's vibrating...a pocket is a really irrational place to put it). If I see a visible electronic device (whether you are using it or not), I will ask for it and keep it until the end of the day. You will lose the privilege of winning in the phone bag if this is the choice you make. If you refuse to turn it over, I will contact an administrator to come pick it up. **Either way, you will lose your phone.** The disadvantage to having an admin to come turn it in is additional consequences and my growing dislike of your disrespect and lack of self control. **HINT: The far easier solution to all of this is to put your phone in my bag!**

**On occasion I will allow phones for a learning activity or during free time of remediation for a reward of all work completed. You can ONLY have phones out when I have signaled this by hanging the "BYOD" sign on green.**

❖ **What's your policy on sleeping through my free, public education?**

If you sleep through lectures, videos, etc, it is not my responsibility to wake you up. If you worry about sleeping, tell your neighbor to wake you up. If I observe you sleeping through any part of class, you will not get credit for the class activity/grade that day. "Slept" will be marked in Powerschools, and you cannot make up the assignment.

❖ **What's your policy on behavior that disrupts others?**

If you act as if your top priority in class is gaining attention of your peers, or you do not understand that others in the class have a right to learn with minimal distractions, there will be consequences. Usually, getting ahold of your parents or guardians is enough of a consequence, but if not, we'll decide the best ways to escalate the issue to get your back on track.

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## Absences from Class

- It is your responsibility to check my website at [www.laurathrower.com](http://www.laurathrower.com) or get any missed notes from a reliable classmate. Let me repeat that: **It is *your* responsibility to check my website or get any missed notes from a reliable classmate.** Extra copies of handouts will be in your folder found by the phone bag, however, **do not always rely on that. Check the website for everything FIRST!** If you do not have a computer or printer at home, use what the tax payers of Wake County have given you...Media Center, computer labs, public libraries, and computers in my room are all logical options. I never want to hear the words, “Ms. Thrower, what did I miss in class yesterday?”
  - *It is your responsibility to set up a time to make up tests or come for tutorials. I will not issue an invitation or reminder.* There ARE deadlines for test makeups. It is up to YOU to succeed! There are no makeups for quizzes. You should still do the quiz from [www.laurathrower.com](http://www.laurathrower.com) to see if you learned the material. You’re doing EVERYTHING in this class to LEARN, not for a grade, remember?
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## **Required Daily Tools to Succeed in This Job**

- \_\_\_ Pen and pencil (this is your work tool, you need this every day and I will not provide!)
  - \_\_\_ Highlighter (successful students are 5 times as likely to use a highlighter when reading...please do not steal mine)
  - \_\_\_ Spiral notebook or section in a notebook with loose leaf paper (you will be taught successful note-taking skills the first week of this course)
  - \_\_\_ A section in your notebook labeled for my class where all valuable handouts will go!
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❖ See final page to sign off understanding of contract

## CONTRACT ACKNOWLEDGEMENT SIGN OFF SHEET

- I will communicate with your teen using Remind 101, which alerts their phone, or email for more detailed info. They should receive either emails or text alerts routed to their phones. I will not know their personal phone numbers, so it is imperative they check Remind and school emails frequently.
- If you need me, **my google voice number for text or calling is** \_\_\_\_\_ Or you can email me at [lthrower@wcpss.net](mailto:lthrower@wcpss.net)
- Your teen's website for ALL work is found at **www.laurathrower.com** on the corresponding course page
- Make sure to check Powerschools for grades often either with your teen logging in or by getting your own account (form is found on our schools website)

**OPEN HOUSE IS \_\_\_\_\_, AT \_\_\_\_\_ pm.**  
**COME MEET ME! AN INVOLVED PARENT MEANS A SUCCESSFUL STUDENT!**

*Tear or cut here and return the below paper to me by the end of next week*



**HAVE THIS PAGE SIGNED AND RETURNED TO ME ASAP!**

These signatures certify that:

1. We have received a copy of, read, and understood **STUDENT EMPLOYEE HANDBOOK**, which includes my grading information and supply list, and **CLASSROOM EMPLOYEE EXPECTATIONS**. Student should file all these handouts in his or her portfolio binder for reference. **NEVER LOSE THIS PACKET! WOULD YOU LOSE YOUR JOB TRAINING MANUAL?**
2. I am aware I need to bring one of the items listed on page 1 the due date, or student will be expected to donate 30 minutes of time to clean or organize our classroom community.
3. Both my parent/guardian and myself will keep on top of my grades by checking Powerschools on a regular basis. I have also visited (or will visit) Ms. Thrower's website and understand what is expected of me as a parent or guardian.

\_\_\_\_\_ (PRINT *student name*)

\_\_\_\_\_ (*student signature*)

\_\_\_\_\_ (PRINT *parent name*)

\_\_\_\_\_ (*parent/guardian signature*)

\_\_\_\_\_ (*parent/guardian email address*)

\_\_\_\_\_ (*parent/guardian best phone number*)