

STUDENT EMPLOYEE TRAINING HANDBOOK

AMERICAN HISTORY 2

“Education pays. It just doesn’t pay you right now.” –Ms. Thrower

Daily Calendar and Job Duties: www.laurathrower.com

Contact Email: lthrower@wcpss.net

Room Location: Trailer 1708

Planning Period: 3rd Period

Tuesday Tutorials: 2:40PM to 4PM

All other Tutorials/Make Up Scheduled by Appointment

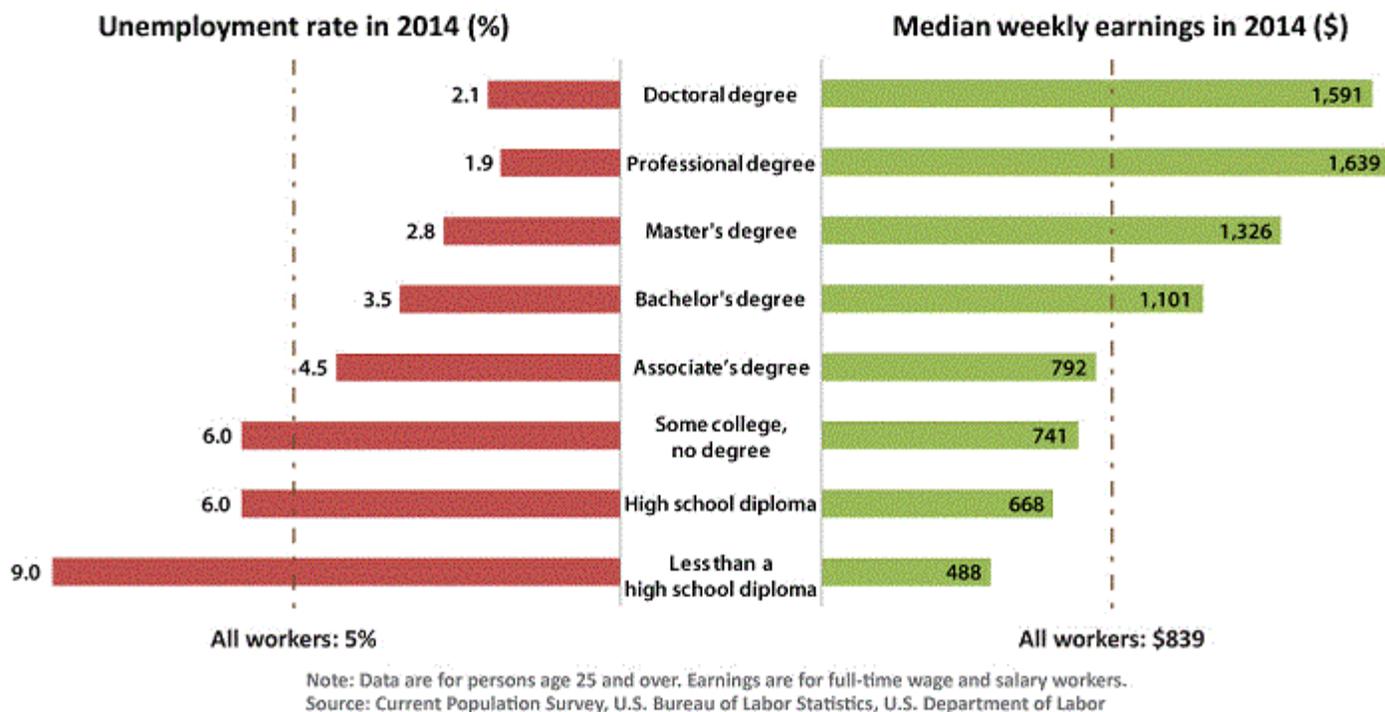
Class Edmodo and Remind101Join Codes

1st period APUSH :

2nd period American History 2:

4th period American History 2:

Earnings and unemployment rates by educational attainment



The 2015 Federal Poverty Line for a Single Person: \$11,770

2015 Federal Poverty Line for a Family of Four: \$24,250

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

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

AMERICAN HISTORY II SYLLABUS

Teacher Website: www.laurathrower.com

Email: lthrower@wcpss.net

Location: Trailer 1708

Planning Period: 3rd

After School Tutorials and Detentions: **Tuesdays (other times by appointment only)**

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.

Course Syllabus: American History II

Unit One: The Great West and the Gilded Age

Unit Two- Imperialism and Isolationism: American Foreign Policy in the Modern Age

Unit Three- Speakeasies and Hoovervilles: The Roaring 20s to the New Deal

Unit Four- From D-Day to Doomsday: World War II and the Start of the Cold War

Unit Five: A Crisis of Authority: Civil Rights, Vietnam, and Watergate

Unit Six: New Hopes; New Fears- Reagan Conservatism, Clinton Liberalism, and Foreign Terrorism

Final Exam Review & North Carolina Final Exam

Most frequently asked question: "Is this a hard class?"

If you can show me you can READ and you are willing to THINK, you WILL pass this class. If you attempt all the work requested of you in this course **to the best of your ability, you will most likely make an A or**

B. If you put only your bare minimum effort in, you'll probably earn a C, D, or more likely, an F.

100% of students that fail this class are afraid to try. Lazy = FEAR.

Students come into high school with all different levels of these "life skills" as I call them...but to succeed in this course, it is a "must" you develop and use these every day. **Your brain is a muscle, and the things you learn in this class require skills.** Every day I challenge you to practice these skills and don't get discouraged by comparing your progress to others. Most of your homework is to **review** and **re-learn**. It is unrealistic to think you can learn the majority of this information WITHOUT outside reviewing at home.

I will help teach you the skills you need to improve your knowledge. What YOU bring to class that will help you earn an A is MOTIVATION and FOCUS and willingness to DELAY GRATIFICATION. I cannot do any of these things for you. That's YOUR JOB in THIS job.

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). You don't take this job seriously, you will suffer financially later in life. **There are very few “permanently poor” people that are educated.**

JOB ASSESSMENT (GRADING) INFORMATION: American History 2

Teacher Website: www.laurathrower.com

Email: lthrower@wcpss.net

Classwork/Homework/Quizzes – 20%

Tests - 50%

Effort in Unit Portfolios - 30%

1st quarter = 40%, 2nd quarter = 40%, final exam=20% of semester grade

PowerSchools will often track various other “life skills” needed to be successful in this course. These are un-weighted grades used to track your improvement in various areas of behavior and character. Behavior and character affect your overall grade (and your success in life), therefore it is important both you and your parents see evidence of your life skills.

Speaking of Grades....

Grades in my class are never used as punishments OR rewards. And more importantly, they are NOT used as “external motivators”. Virtually all research on learning shows us whether the reward is money, grades, gold stars, candy, etc., **internal** motivation is DECREASED when rewards are offered. **Real learning and creativity diminishes and the end result of a person's focus moves to the reward and not on the actual task.** In the end, no one does any difficult task well without internal motivation. And studies show, external motivators make people think the task at hand is uninteresting and frustrating. **“Do this, and you'll get that” puts the focus on “that” instead of where it should be...on “this”.** We will look more into this phenomenon during job training week.

How Do Beliefs About Learning Alter Behavior?

Behaviors follow beliefs. If you believe becoming an educated, intelligent adult is important, then your behavior in school will reflect that. A choice to sleep through a video, or zone out or sneak a text while a teacher is giving you new and useful information becomes a REALLY ridiculous choice. There's a reason the kids with the highest grades don't typically sleep or text in class. They value their education, therefore, their behavior mirrors what they value. **Food for thought:** There's a reason why anyone that goes back to high school after dropping out, usually makes all A's. This is the same reason people that go back to college as adults usually have a 4.0. **What do you think their focus is once THEY choose to go back to school? Do you really believe these people got smarter? Or did their motivation and values change?**

So How Do You Grade Learning in This Class?

Grading in my class is based on a total points system. Each assignment has a total possible points value (i.e. major test = 100 points, optional (aka extra credit) assignments = 10-20 points, class work/homework=20-ish points, quizzes = 10 points). **Homework will lose 5 points for each day late. Most "small" assignments will not be accepted after 3 days late.** You should check Powerschools for assignment deadlines. I put a plethora of comments on assignments to help you out. All you have to do is be willing to read what I write. **Be aware that the instructor is under no obligation to accept work after its assigned due date. Ever. 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.**

You will have ample opportunity for OPTIONAL work (including a 35 point optional project throughout the semester), 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!

At the end of the quarter a student will have completed a number of assignments worth a certain number of total points. The total possible points will be divided by the points the student has earned to determine the final grades (i.e. total possible points = 1500, total points earned = 1375, grade = 1375 divided by 1500 = 91.6 = A).

In short, the more work you do, the more points you'll earn, the more you'll learn...and the higher your grade will be. And later in life, the more you've learned, means the more you'll earn. \$\$

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 floor.

What Are Your Expectations on Class Participation as a “grade”?

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. **At the end of a semester, if you are a couple points away from a higher letter grade, and I remember you participating in the class, curious and thoughtful, I promise this will factor into you earning that higher grade.**

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**

MS. THROWER'S CLASSROOM EMPLOYEE EXPECTATIONS

Social Studies: _____

Teacher Website: www.laurathrower.com

Email: lthrower@wcpss.net

Location: Trailer 1708

Planning Period: 1st

After School Tutorials and Detentions: **Tuesdays (all other time by appointment only)**

HOW TO SUCCEED IN THIS CLASS:

Did you know?

People that believe intelligence is something you are “born with” are **less** likely to be successful and achieve higher levels of education than people who believe intelligence is a skill that can be taught, learned, and improved upon?

Which do YOU believe?

It's true! Your brain is a muscle, and the things you learn and turn in for this class require skills. You aren't born with these skills, you learn them and practice them. **DON'T BELIEVE INTELLIGENCE IS SOMETHING YOU ARE BORN WITH.** Every day in school, you should challenge yourself and practice building skills you will need to survive in life and be qualified for a high paying job and to be a happier person that can make their OWN choices in life! Just like sports, or musical talent, or art skills, everyone in this class is at a different level. Every day you should ask yourself if you “got it” in class that day. If not, a life skill is your ability to review and re-learn on your own or through asking for help from others. Strive to be “better than average”. A “C” student will become a “C” adult...and that's not an easy life, emotionally or financially.

As part of your Job Training this week, I will help teach you the skills you need to improve your knowledge and do well in this class. However, only YOU can self-motivate, delay gratification, focus, and be fearless and willing to challenge yourself to become the most educated adult you can. You'll get out of this class, exactly what you put into it!

Top Skills Things You 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 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 **INTRINSIC MOTIVATION.** More on this over the course of this week. 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.

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 you want/need and then exhibit behaviors that will work for you to get those goals.**

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 stupid 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.

Frequently Asked Questions About Rules of Your Job

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

No eating in my class. From time to time I give candy as rewards. You also can earn the right to eat anything you would like 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?

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 "electronics okay" sign. Any other time I see your electronic device visible and this sign in NOT up, you will lose your device to the front office. No excuses.

❖ 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, you will also not get credit for the days assignment. "Disrupts" will be marked in Powerschools and you will not be allowed to make up the assignment. All these notations will be marked on your interims and noted to your parent/guardians.

Ms. Thrower's Personal Expectations of You as My Employee

In addition to your main goal of becoming an educated individual, I have high expectations for behaviors in this job. Classes can be crowded, students need to be able to focus to learn, so everyone must follow the requirements below so

we can ALL succeed. High expectations can be scary for some, but think “go big, or go home.” **If the only thing that has controlled your behavior in the past is fear of punishments or rewards, you will have a difficult time succeeding in my class.** Here’s some things to do every day:

1. **Show the world you have been taught (or are learning) “empathy”:** Empathy, unlike anger or sadness, is an emotion that must be taught to you as a child. Empathy means you can put yourself in the situation of someone else and understand his needs or feelings. Talking to a neighbor during class time shows a lack of empathy. If you realized the student you are talking to may want to be learning instead of listening to your story, you would get out of their way and let the other student learn. Holding up class for your attention needs, being late, complaining, etc all show a lack of empathy. Don’t worry, thinking you are the center of the universe is somewhat normal at your age, but trust me, you aren’t, and those that already realize this are maturing faster than others.
2. **Do your best** to be the mature, enjoyable, positive, fun and thoughtful student your parents hope you are, and you’ll be fine. **BE AWARE!** In high school, immature and ridiculous behavior is unfortunately allowed by law, however, when you get out in the “real” world, rude or ridiculous behavior usually will only serve to run good people out of your life.
3. **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!
4. **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.
5. 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.**
6. **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.
7. **SHOW YOURSELF WHAT YOU ARE CAPABLE OF, and you will succeed.**

Absences from Class

- It is your responsibility to check my website at 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 the black folder at the front of the

classroom, however, **do not always rely on that. Check the website!** 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.*** After a week, you’ll have to do the test remediation on study island. Email me or fill out an appointment slip (provided to you on your classroom desk of self sufficiency). **It is up to YOU to succeed!** There are no makeups for quizzes. You should still do the quiz from www.laurathrower.com to see if you learned the material. You’re doing EVERYTHING in this class to LEARN, not for a grade.

Required Daily Supplies to Succeed in This Job

___ Pen and pencil

___ Highlighter (successful students are 5 times as likely to use a highlighter when reading)

___ 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 info will go!

___ Classroom donation (see below for your contribution details)

Classroom Contribution Details

Because the good taxpayers of Wake County do not provide unlimited resources for students, you are expected to contribute your choice of a resource for your classroom community. Taxpayers make their contributions to your education, teachers continually use their own money to enhance your education, and YOU are also expected to donate **either time or a supply** at least once this semester. If you do not bring one of these by the deadline, then your contribution will be one 30 minute after school or lunch session of classroom housekeeping (cleaning or organizing your classroom or helping me with errands. This un-weighted grade will show in PowerSchools as “community service”. A or INC are the only options when it comes to a contribution. Choices are as follows and are due **BY NEXT Wednesday, January 10th. If you don’t bring something by next Wednesday, your assessment for “community service” will show an INC until you donate 30 minutes of your time to the community.** You will need to schedule that time with me after school only.

- ❖ **1st period choose from: bag of wrapped candy for class incentives**
- ❖ **2nd period choose from: 1 box of Kleenex or 1 roll of paper towels (or candy)**
- ❖ **4th period choose from: 1 box of Kleenex or 1 roll of paper towels (or candy)**

Parents/guardians: (I highly recommend cutting this section out and hanging on your fridge!)

I will communicate with your teen using Edmodo groups (like Facebook for schools). They should receive either emails or text alerts routed to their phones. I will not know their personal email or phone numbers, so it is imperative they check Edmodo frequently.

If you need me, **my google voice number for text or calling is 919.371.8011**. Or you can email me at lthrower@wcpss.net

Your teen's website for ALL work is found at www.laurathrower.com

Make sure to check Powerschools for grades often either with your teen logging in or by getting your own account.

OPEN HOUSE IS _____, AT _____ pm.

COME MEET ME! AN INVOLVED PARENT MEANS A SUCCESSFUL STUDENT!

Tear or cut here and return the below info to me by Wednesday with your teen's donation

BY NEXT Wednesday, January 10th, HAVE THIS PAGE SIGNED AND RETURNED TO ME WITH YOUR CLASSROOM DONATION!

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 by Wednesday, January 11th, or student will be expected to donate 45 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*)

Parents...what are 3 adjectives you would use to describe your teen? Write them below:

Have a great semester! I'm excited to be with you on your path to learning in my class!