

Honors American History

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Course Description

Honors American History is an advanced course that exceeds the content and skills taught in the regular American History course for freshmen. This course follows the same curriculum as the regular American History course, but challenges students with a more rigorous pace, deeper exploration of the material, and greater expectations. The course is intended to prepare students for other advanced courses in Social Studies.

Course Objectives

- To learn how the United States developed politically, economically, socially, and culturally from the end of the Civil War to the present, becoming the world leader in the advancement of democratic and capitalist principles.
- To learn to critically analyze written documents, pieces of literature, photographs, political cartoons, charts, graphs, maps, and other materials used in the study of United States history.
- To develop or improve all academic skills, including the ability to read, write, speak, question, research, and make judgments, analyses, and conclusions.
- To prepare for future study of United States history as well as other advanced courses in social studies.

Curriculum Calendar

Unit	Topics	Approximate Time
1 – Introduction to History	What is history? Why study history? Historical thinking skills	August
2 – An Industrial Nation	Industrial Revolution Urbanization & Immigration	August – September
3 – The Progressive Response	Progressive Reforms African Americans at the Turn of the Century Women at the Turn of the Century	September – October
4 – An Emerging World Power	Imperialism & the Spanish-American War World War I	October – November
5 – Contrasting Decades	Roaring Twenties Great Depression & New Deal	November - December
	MIDTERM EXAM	December
6 – World War II	Interwar Foreign Policy World War II	December – January
7 – The Early Cold War	Containment Policy & the Korean War Red Scare Truman’s, Eisenhower’s & Kennedy’s Cold War	January – February
8 – Turbulent Times	Vietnam War African American Civil Rights Movement Women’s Rights Movement	February – March
9 – Postwar America	Postwar Population Shifts 1950s & 1960s Culture	March – April
10 – Modern America	Nixon & Watergate Conservative Revolution 9/11 & the War on Terror	May
	END OF COURSE EXAM	TBA (April)
	FINAL EXAM	May

Materials

Primary Text: *American Anthem: Reconstruction to the Present*
Online Text: *my.hrw.com*

Students are also required to have the following:

- 3-ring binder with a 1" or 2" binding to be used exclusively for Honors American History
- ~100 sheets of loose-leaf, **college-ruled** paper
- pens and pencils

Behavioral Expectations

- The student will participate actively and constructively in each class. In addition to lecture, this is a discussion course, and therefore, it is imperative each student contribute to the discussion. Likewise, each student should ask questions when he/she does not understand the material.
- The student will respect the teacher's right to teach and the right of all students to learn, and will do nothing to purposely disrupt this process.
- The student will assume primary responsibility for his/her educational success. This includes keeping up with readings and other assignments; preparing for quizzes, tests, and exams; and seeking assistance from the teacher at the first signs of academic difficulty.

Note well: All school rules can and will be enforced in this classroom.

Student-Teacher Conferences

I am available for student conferences by appointment only before and after school most every day. I am also available during my planning periods and lunch. To make an appointment, students need to sign up for a block of time on the conferences sheet on the bulletin board near the hallway of my classroom. (Please do not "drop in" during the school day without an appointment, especially before, during, or after I have another class in session.) Students may also contact me via e-mail with questions or concerns. *Students who are struggling are encouraged and expected to conference with me as often as necessary.*

Grading Policy

The grading scale used in this class is the Green High School grading scale. At Green High School, grades are calculated in all classes based on an 80/20 policy. As a result, a student's grade is divided into 2 categories: *Academic Achievement* and *Academic Practice*.

Academic Achievement

After a student has had sufficient instruction and practice on a topic, it is then reasonable to judge his/her mastery of the information or skills in the form of *academic achievement* assessments. The purpose is to evaluate how well a student has learned the material. Eighty percent (80%) of the total course grade comes from *academic achievement* and will consist of tests, essays, projects and/or presentations, and class participation.

Academic Practice

Whenever a student learns new material he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during this learning process. Work completed during this learning period is considered *academic practice*. Twenty percent (20%) of the total course grade comes from *academic practice* and will consist of quizzes, homework assignments, and some drafts of writing.

Note well: Students must be aware that the expectations of an advanced high school social studies course are greater than those offered in middle school. As a result, many students will experience an "adjustment period" – especially during the first part of the course – in which grades earned can be lower than in the past. It is the student's responsibility to make the necessary adjustments, or to seek help from the teacher, at the first sign of poor performance.

Final Course Grade

The student’s final grade will be calculated using the following formula. Each quarter constitutes 20% of the overall grade; the midterm and final exams constitute 10% each. The total of the weighted values (the four quarters and two exams) is the final course grade.

	Grade	Weight	Weighted Value
Quarter 1	79.9% (80%)	20%	16.0%
Quarter 2	82.4% (82%)	20%	16.4%
Midterm Exam	78%	10%	7.8%
Quarter 3	88.3% (88%)	20%	17.6%
Quarter 4	80.1% (80%)	20%	16.0%
Final Exam	85%	10%	8.5%
COURSE GRADE			82.3% (82%/B-)

Grading Scale

Green High School uses the following grading scale:

Grade	Percentage Range	College Prep Quality Points	Advanced (“A”) Quality Points	Advanced Placement Quality Points
A+	98-100	4.33	4.83	5.33
A	93-97	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
D+	67-69	1.33	1.33	1.33
D	63-66	1.00	1.00	1.00
D-	60-62	.67	.67	.67
F	Failing	0	0	0

Final Exam and End of Course Exams

All students will take a comprehensive final exam at the end of the course (in December/January or May/June). The exam will include a multiple-choice and essay section. The exam will constitute 20% of the overall course grade. More information will be provided as the exam date approaches. A student must take the final exam to receive credit for the course, unless exempted. Students will also take a Performance-Based Assessment (PBA), near the middle of the course, and an End-of-Course (EOC) exam, which are mandated by the State of Ohio and are requirements for graduation. More information about these assessments will be provided as the course progresses.

Tests

Tests will be taken approximately three times per quarter to check a student’s understanding of a larger amount of material. Tests will be a combination of:

- 25 Multiple-Choice Questions
- 1 Essay

If absent the day before a test, the student will take the test as scheduled. If absent on a test day, the student must see me immediately upon his/her return to schedule a make-up time. Make-up tests can be significantly different from the original test, so every effort should be made to be in class on test days.

Students should begin preparing for unit tests *at least* three (preferably five) days in advance. When studying, students should follow this three-stage study plan:

- Stage 1: Review all notes, readings, handouts, and read or re-read textbook.
- Stage 2: Prepare a rough outline by writing an introduction (thesis) and identifying evidence for each essay.
- Stage 3: Study the items and topics that still concern you to focus your study.

Studies have shown a correlation between how early one begins studying for a test and his/her success on that test. By beginning to study at least three-five days in advance, you will continue to think about the material *even when not studying* and will be committing the information to your long-term memory.

Re-Testing Policy

Students have the opportunity to re-take one test (excluding the midterm and final exams) during the course. To qualify, a student must have earned a C or worse on the original test and the student may be required to complete an activity before the re-test. The re-test will consist of one new essay from the unit. Students interested in taking advantage of this opportunity must contact me no more than three days after the original test grade was posted on Progress Book.

Quizzes

Quizzes will be taken frequently to check student's understanding of their readings, terms/concepts, and course lectures. Quizzes will be one of three types:

A *reading comprehension (RC)* quiz or an *identification (ID)* quiz is a possibility at the start of each class period for which reading was assigned and will not be announced in advance. In an RC quiz, students will be given a broad question that allows them to demonstrate their comprehension of the previous night's reading. In an ID quiz, students are expected to show a solid understanding of a term/concept, often using the CaDRES format, within a three- to five-minute time limit. Each RC and ID quiz is scored out of six. If absent for one of these quizzes, students will not be able to make up the quiz. No grade will be entered, and the student's overall grade will not be affected.

Note well: Scoring well on RC and ID quizzes is the key to success in this class. Those students who are consistently prepared for each class by reading the textbook are always the ones who earn the highest grades in the class. If a student is present for all (or all but one) RC and ID quiz in a given quarter, the lowest quiz score will be dropped.

A *mid-unit quiz* is given at the middle or two-thirds point of each unit of study. These quizzes consist of five to eight multiple-choice questions, worth two points each. Questions focus on major concepts and "bold terms" from the unit syllabus. If absent for a mid-unit quiz, students must make it up upon their return. Failure to do so will result in a zero.

Participation & Effort

Participation is an integral part of this course. Participation is defined as any constructive contribution to the overall learning of the individual student or his/her classmates. This includes answering and asking questions, arguing, debating, commenting, complimenting, sharing, teaching, cooperating, and helping others. In addition to one's own contributions, an important part of participation is listening to and engaging the contributions of others. As a general rule, each student must participate in class each day, by asking or answering at least one question.

Participation grades will be recorded at the end of the second, fourth, sixth, and ninth weeks of each quarter. Each participation grade is scored out of 25 points, and together comprise 15% of the overall quarter grade. Only voluntary participation is recorded and factored into this grade. The scores are determined using the following criteria:

25 (A+) Participation is exceptional and consistent. The student participates frequently in each class and in a variety of ways. Comments are always thoughtful and reflective, and demonstrate a sincere interest in and understanding of the subject matter. Moreover, the student often asks questions that pertain to the topic at hand and that enhance the overall learning of the class.

23-24 (A) Participation is frequent, occurs daily. The student participates a few times in each class. Comments are often thoughtful and reflective, and demonstrate interest in and understanding of the subject matter. Moreover, the student occasionally asks questions that pertain to the topic at hand and that enhance the overall learning of the class.

20-22 (B) Participation is rather frequent, occurs most every day. The student participates in positive ways, although comments may not always reflect the depth and thought of higher scores. The student occasionally asks questions, although not as frequently or effectively as above.

18-19 (C) Participation is occasional, occurs a few times a week. The student's participation only occasionally reflects the depth and thought of higher scores. Student rarely asks questions.

15-17 (D) Participation is infrequent and inconsistent, occurs once or twice a week. There is little thought or reflection displayed in the student's comments, although there is some. Student rarely asks questions.

12-14 (F) No meaningful participation.

Participation is evaluated in this course for several reasons. First, the ability to communicate - in person and in large groups - is an essential academic, work, and life skill; therefore, upper-level high school classes should both teach and encourage students to improve their participation skills. Moreover, students spend much of their academic career developing the ability to read and write, but then enter a career environment in which they need to *communicate* effectively in order to be successful. While some careers involve a great deal of reading and writing, almost all require effective communication. Lastly, it seems unfair that students are graded based on how well they demonstrate knowledge in writing or on tests, but are never given credit for demonstrating their knowledge verbally.

Writing Essays

Proper writing techniques will be taught in this class. For some students, this can be challenging because history requires a different type of essay-writing than they are used to doing. Methods will be taught early and often to help students improve their writing skills. Students must be patient and take advantage of every opportunity to improve these skills.

Extra Credit and Bonus Points

There is no extra-credit in this class. However, there may be opportunities to earn bonus points which are added to the *Academic Achievement* part of the student's grade. These opportunities may occur at any time and may not come with much notice. Often they will be announced spontaneously in class or via email. Students are expected to take advantage of as many bonus-point opportunities as possible to enhance their overall grade. Bonus points are recorded as they are earned, but these points are "excluded" from the overall grade calculation until the end of each quarter.

Cheating

Cheating will not be tolerated. A student is considered cheating if he/she is looking at or copying another student's work inside or outside of class; using any prohibited resources; is in possession of a "cheat-sheet;" is talking at any time during a testing period; is giving aid to or receiving aid from another student when prohibited; or is failing to take all necessary measures to protect his/her own work. If a student is thought to be cheating during a test or quiz, his/her paper will be taken and a score of zero will be given. The student is expected to see the teacher immediately after class. The student's parents and administrator may be notified.

Plagiarism

Plagiarism is the act of submitting someone else's work as your own. This includes copying someone's work verbatim, changing someone's words slightly and/or paraphrasing someone's ideas without giving the original author proper credit. Plagiarism will not be tolerated and will be considered cheating. Likewise, working on an assignment with another student is strictly forbidden, unless permission is specifically granted for that particular assignment.

Absences

*The student is 100% responsible for making up missed work due to any type of absence. Likewise, "it is the responsibility of the student to initiate and complete all make up work in the required time" (from GHS Student-Parent Handbook). **If possible, an absent student should email me as soon as possible to inform me of the absence and ask what will be missed.** If not, a student can get missed notes from another student in class, and can see me upon his/her return (before school, after class, or after school) to receive handouts, assignments, or to make arrangements for making up other missed work. A student whose absence is excused will have one day more than the number of days he/she was absent to complete missed work. A student whose absence is unexcused will not be permitted to make up missed work, including missed quizzes or tests.*

If absent on the day that a writing assignment is due, the student is expected to email the assignment to me before the start of his/her class period. If absent on the day that any other type of assignment is due, it is the student's

responsibility to turn in the assignment on the day of his/her return to school. Absence is not an excuse for failing to submit an assignment when it is due.

If absent on a test or quiz day, the student must make it up within two days of the absence or another mutually agreed upon time. If absent the day before a test or quiz, the student will still be expected to take it at the scheduled time. Failure to take home materials is not an acceptable excuse to postpone a test or quiz.

Note: Students should be aware that while they have every right to make up work missed due to an excused absence, the loss of class time will almost always negatively impact their grade. For example, missing 4 classes in a grading period is the equivalent of missing 10% of the course, and the student should expect his/her grade to decline proportionately.

Tardiness

Tardiness to class is not tolerated. Tardy to class is defined as failure to be in your seat and ready to begin when the bell rings. The first time a student is tardy he/she may be given a warning. Each subsequent tardy will earn the student a school detention. Students are expected to become silent when the bell rings so that class can begin promptly.

Late Assignments

Late assignments of any type will not be accepted. It is unfair to other students, who do submit their work on time, to offer an excuse for submitting your assignment late. Moreover, it is unfair to expect a teacher to evaluate the validity of a student's excuse for submitting an assignment late.

In the event of an absence or printer problem, students are expected to email typed assignments before the start of class on the day that the assignment is due. (Note well: Emailing an assignment only verifies that it was completed; students are still expected to bring a printed copy to class the next day or it will be considered late.)

In the event of a personal or family emergency, students should speak to me or email me as soon as possible and before the assignment is due. An emergency does not guarantee that an assignment will be accepted late.

Quality of Work

Students should only submit work of the highest quality. Work of poor quality will be returned ungraded and be considered late. Students will then have 24 hours to correct and resubmit the assignment at a substantial reduction in the grade.

Electronic Device Policy

Students are prohibited from using cell phones and other electronic devices in this classroom unless my express permission is granted. Phones and other devices are to be turned off and kept out of sight at all times in this classroom. Failure to do so will result in confiscation of the phone/device and an office referral.

Students are expected to bring their Chromebook to class every day CHARGED and ready to use. Students who do not meet these expectations will receive consequences as outlined in the GHS Student Handbook.

Miscellaneous Policies

- Students are not to bring items unnecessary for the study of US history into this classroom. Likewise, students' desks should remain free of unnecessary items, including but not limited to purses, bags, books and papers for another class. Unnecessary objects may be confiscated and not returned.
- Students may drink water in class, but are not permitted to eat food without my express permission. Students must make sure that their desk and surrounding area are free of trash before leaving.
- Students are not to use class time for working on other class work. These items, too, may be confiscated.
- Students should refrain from marking on the desks or leaving litter or other debris on the desks and floor.
- Students should set up a conference with me immediately if they find themselves struggling or falling behind. Failure to do so shows that the student is not assuming primary responsibility for his/her educational success.