

Lori Ferrington
CEP810 – Educational Application of Word

In the years that I have been teaching, I have found that the first day of school is often a very boring day for students. They often begin with introductions from the teacher and a very monotonous discussion on the expectations and procedures for the class that year. Not only is this day boring for students, who move from one class to another with similar speeches given in each, teachers must also repeat the same expectations and procedures hour after hour after hour. By the end of the day, teachers are just as bored as the students.

By developing this document, I have tried to minimize the “housekeeping” on the first day by allowing students to review classroom expectations and procedures on their own and the bring any questions they have to me at a later time. By doing this, the first day monotony could be replaced with stimulating problem solving and group activities that would help to establish a “supportive classroom climate” that Jere Brophy mentioned.¹ He describes this classroom environment as featuring:

an ethic of caring that pervades teacher/student and student/student interactions and transcends gender, race, ethnicity, culture, socio-economic status, handicapping conditions and all other individual differences. Students are expected to... support the personal, social and academic well-being of all members of the classroom community.

Although teacher modeling these desired behaviors is effective, I feel that having the students “buy in” to the classroom and its goals is more effective in creating the positive classroom community that is desired. By minimizing the need to lecture students about expectations and filling their time with activities that get them thinking and interacting, a precedent is set for the relationships and interactions that are expected from each student. Simply by getting to know one another, these new ninth-graders, often from different middle schools, will begin to forge an educational relationship that will create a greater sense of community within the classroom.

Following the first day of school, students are expected to read the classroom expectations and procedures for which they will be held accountable. There is no assignment that goes along with this document; however, it may be likely that a question or two on the first quiz would be in reference to this document. Students will be expected to know and follow these expectations and failure to do so will have consequences as outlined in the 2010-2011 Student Handbook.

¹ Good, T. L., & Brophy, J. E. (2008). *Looking in Classrooms* (10th ed.). New York: Pearson.

2010-2011 >>>

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My Your Our American **History**...

FAQ's >>>

What will I learn?

Imperialism & Progressivism
World War I
The Roaring '20s
The Great Depression
The New Deal
World War II

Post-War America
The Cold War
The 1960s & the Civil Rights
Movement
The Vietnam Era
Nixon, Ford & Carter
The 1980s to the 21st Century

What will I need?

Each student is responsible for bringing their book, notebook/folder (or binder), and writing utensil to class everyday. In class, students are only allowed to use materials that are designated to them and shall not use any of the teacher's things. A pencil is always needed on test days.

Industrialization to Modern Issues **American History**

U.S. History is a course designed to increase students' knowledge of the development of the United States as a democratic nation. This course is organized as a chronological survey (from 1890) of the American past with emphasis on major events, influential individuals, and ideas and conflicts comprising the American heritage.

in the classroom... **Student expectations**

Be Respectful

This means that you have respect for yourself, your peers, your learning environment and your teacher. You are expected to be cooperative and open-minded. Raise your hand when you would like to speak.

Be Responsible

You are expected to be on time and prepared for class each and every day by bringing an open mind and all appropriate materials. You are responsible for all work completed and all work missed during an absence.

Follow School Rules

You are expected to know Romeo's rules outlined in the [2010-2011 Student Handbook](#) and accept the consequences if you choose to break them.

Student work

Student Responsibilities

Assignments must be completed on time and at your level of ability; any performance below this level will be unsatisfactory.

Teacher Responsibilities

Assignments will be meaningful and worthwhile
Students will be given a reasonable amount of time to complete assignments
Projects and assignments will relate to course curriculum

Late Work

Assignments that are late will be given half credit.
Late assignments will not be accepted after the chapter/unit test.
Projects and papers WILL NEVER be accepted late!

Absent Work

Class work and assignments will be posted on the class website and will be in the file at the front of the classroom
Students will be allowed a period equal to the number of days missed due to an excused absence in order to complete the assignment for full credit.

Cheating and Plagiarism

If a student cheats or plagiarizes (copying the written work of another without giving credit), it will result in a zero grade for that assignment. The student will be disciplined according to policies in the [2010-2011 Student Handbook](#).



FAQ's continued >>>

Will I see any films?

At times in this course, we will be using films or film clips in class to supplement or enhance the curriculum. These films have a possibility of having a G, PG, or PG-13 rating and have been previewed by a teacher for appropriateness within the context of the study of American History. If you have questions, please feel free to contact me. Some the films I intend to use in their entirety or in part are: *Iron Jawed Angels*, *Band of Brothers*, 1968 with Tom Brokaw, *Remember the Titans*, *Forrest Gump*, *10 Days That Unexpectedly Changed America*, *The Kennedy Assassination: Beyond the Conspiracy*, *Nixon: A Presidency Revealed*

Grading procedures

Students will be graded on a point scale based on the total number of points compiled over the course of the quarter. Typical assignments will range from 5 points for small homework assignments to over 50 points for tests, papers, and projects. Grades do not carry over from one quarter to another.

American History students take two comprehensive exams. The exam in January covers all of the content of the Fall Semester. The exam in June covers all of the content of the Spring Semester. The exams count for 20% of a student's total semester grade. Each of the two marking periods in a semester count for 40% of the grade.

don't forget...

I am here to help you learn. Please feel comfortable coming to me if there is anything I could do to help you learn better. Tutoring for the four core subjects (English, math, science & social studies) is available in the Romeo High School Media Center for all students. The weekly tutoring schedule will be posted on the class webpage.

I look forward to a great year!



ⁱ All images courtesy of Appleby, Joyce, Alan Brinkley, Albert Broussard, Ph.D. Ph.D., James McPherson, Donald Ritchie, and Ph.D. Ph.D. *The American Vision Modern Times, Student Edition*. Glencoe/McGraw-Hill, 2009. Print.