

Leininger – APUSH

Please get a textbook from the shelves below the poster of Theodore Roosevelt

Please sit where and next to people you feel you will be most successful in class.

(FYI: notes will be projected from the TV; I tend to walk around during lecture)

Text 81010 the code for Remind
or use the app to add yourself



APUSH 1st Period

@leinap1st

Text 81010 the code for Remind
or use the app to add yourself



APUSH 3rd Period

@leinap3rd

APUSH as a “Survey Course”

The range of information spans from Pre-Columbian North America up to America after 9/11.

With so much to cover in only one semester, it has to be done in several ways: lecture, assigned readings of primary and secondary sources, nightly readings of the textbook, and assignments given throughout the semester.

The content can only be covered in 73 instructional days (test days NOT included in those days), with the cooperation of teacher and student and the ownership of students of their success in APUSH.

A close-up photograph of the American flag, showing the blue field with white stars and the red and white stripes. The flag is draped and slightly wrinkled, with the stars in the upper left and the stripes extending towards the bottom right. The text is overlaid on the top portion of the flag.

50/50 Cooperation to Keep Pace with College Board's Timeline

APUSH Pacing (Dictated by College Board)

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1607	5	Content: Native Americans precontact and cultural collision Main Theme: Geography and the Environment Main Practice/Skill: Analyzing Historical Evidence
2	1607–1754	9	Content: Colonial comparisons Main Theme: Migration and Settlement Main Practice/Skill: Comparison
3	1754–1800	14	Content: The American Revolution Main Theme: American and National Identity Main Practice/Skills: Argument Development; Causation
4	1800–1848	11	Content: Growth and spread of democracy and capitalism Main Theme: Work, Exchange, and Technology Main Practice/Skills: Argument Development; Continuity and Change over Time
5	1844–1877	13	Content: Division, war, and reunion Main Theme: Politics and Power Main Practice/Skills: Argument Development; Contextualization
6	1865–1898	14	Main Theme: Culture and Society Main Practice/Skills: Argument Development; Causation; Continuity and Change over Time
7	1890–1945	18	Content: Reforming the system — and the world Main Theme: America in the World Main Practice/Skills: Argument Development; Comparison
8	1945–1980	16	Content: The Cold War and liberalism Main Theme: American and National Identity Main Practice/Skills: Argument Development; Continuity and Change over Time
9	1980–Present	5	Content: Globalization and conservatism Main Theme: America in the World Main Practice/Skills: Argument Development

APUSH Pacing Guide – Spring 2024

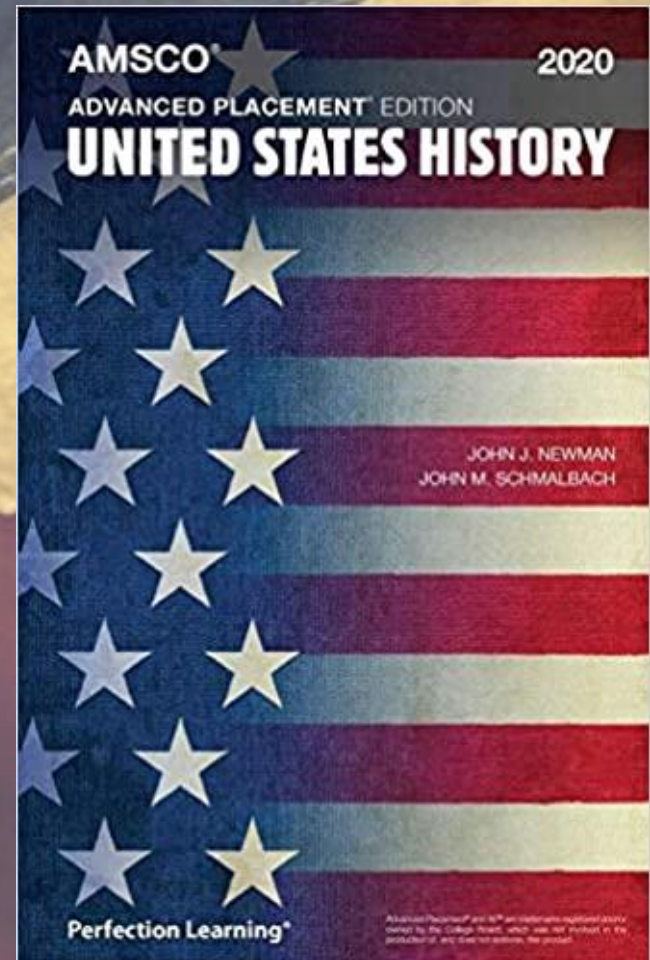
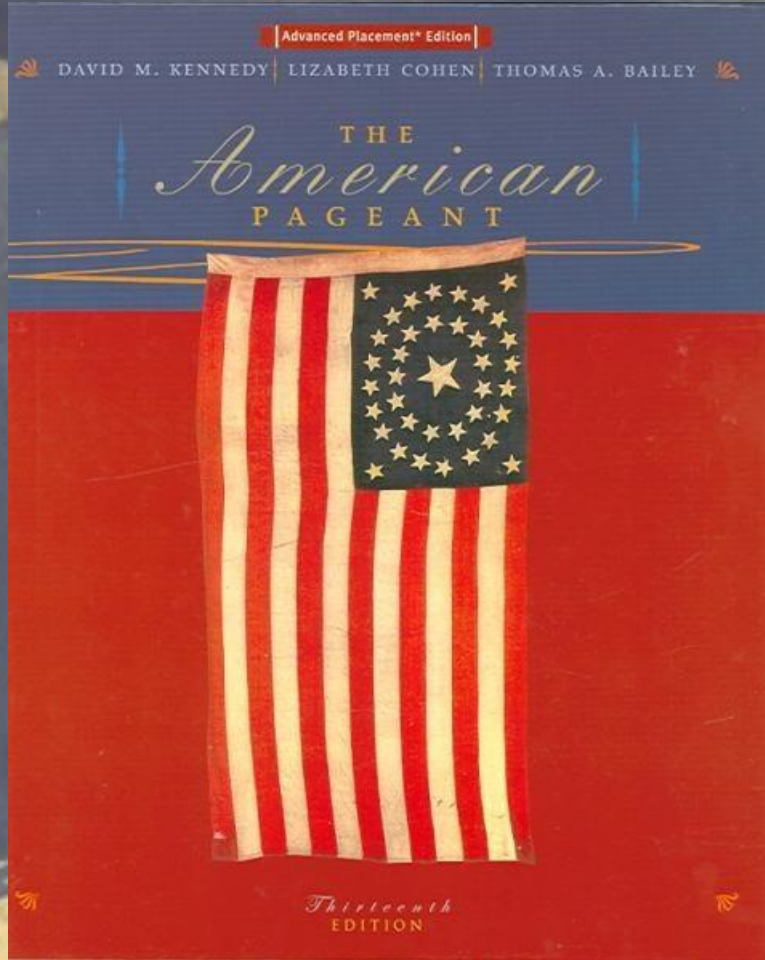
	Monday	Tuesday	Wednesday	Thursday	Friday
Week One Jan 25-Jan 26				Start Quarter 3 Intro Day/ Begin Unit 1	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3
Week Two Jan 29-Feb 2	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3	Unit 1-2 TEST
Week Three Feb 5-9	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6
Week Four Feb 12-16	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	Unit 3 TEST	Unit 4 1800-1848 Ch. 11-17 AMSCO 7-11	Unit 4 1800-1848 Ch. 11-17 AMSCO 7-11

FYI: the pacing guide is found under the “Resources” tab of my website

Textbooks

Textbook →
The American
Pageant 13th
Edition

There is an
online version
under the
“Resources”
tab, and I will
be checking
out a copy
today for
anyone who
wants to keep
one at home



Optional Supplementary Exam Review →

*This is what our pacing guide refers to
with the AMSCO chapters

Reading Quizzes

As a college preparation course teacher, a critical service I provide to you is helping you in forming habits necessary for success when you “move on” to college.

In higher education courses, readings are assigned *before* the material is covered in class – professors assume you have already covered the basic material for them to expound upon.

Reading the textbook is fundamental to your success in this class, so holding you accountable for this ensures that you are receiving crucial information in the textbook. If I see evidence of a lack of preparedness, that is when you will be assessed on your reading to ensure you’re meeting expectations.

The textbook chapters that correspond with each unit are found on the pacing guide. Some chapters “double up” (like 1&2, so print off the pacing guide ASAP)

Notes

I have provided and posted my notes on my website. How you choose to “take” them should be based on your learning style. Pick the best option for you:

- Printing notes to annotate during class
- Using your device to annotate electronically
- Taking your own notes before the lecture (we move too quickly to take them as we go)

You **MUST** have some form of notes/notetaking to refer to during lecture and for studying. [Studies show handwritten notes are more beneficial for retaining information.](#)

Here is another [source](#), but please do your own research as well to look at the data.

Whiteboard and Agendas

You will always find the following information on the whiteboard:

- Scheduled Reading Quizzes
- The date of the next test
- Class objective and agenda

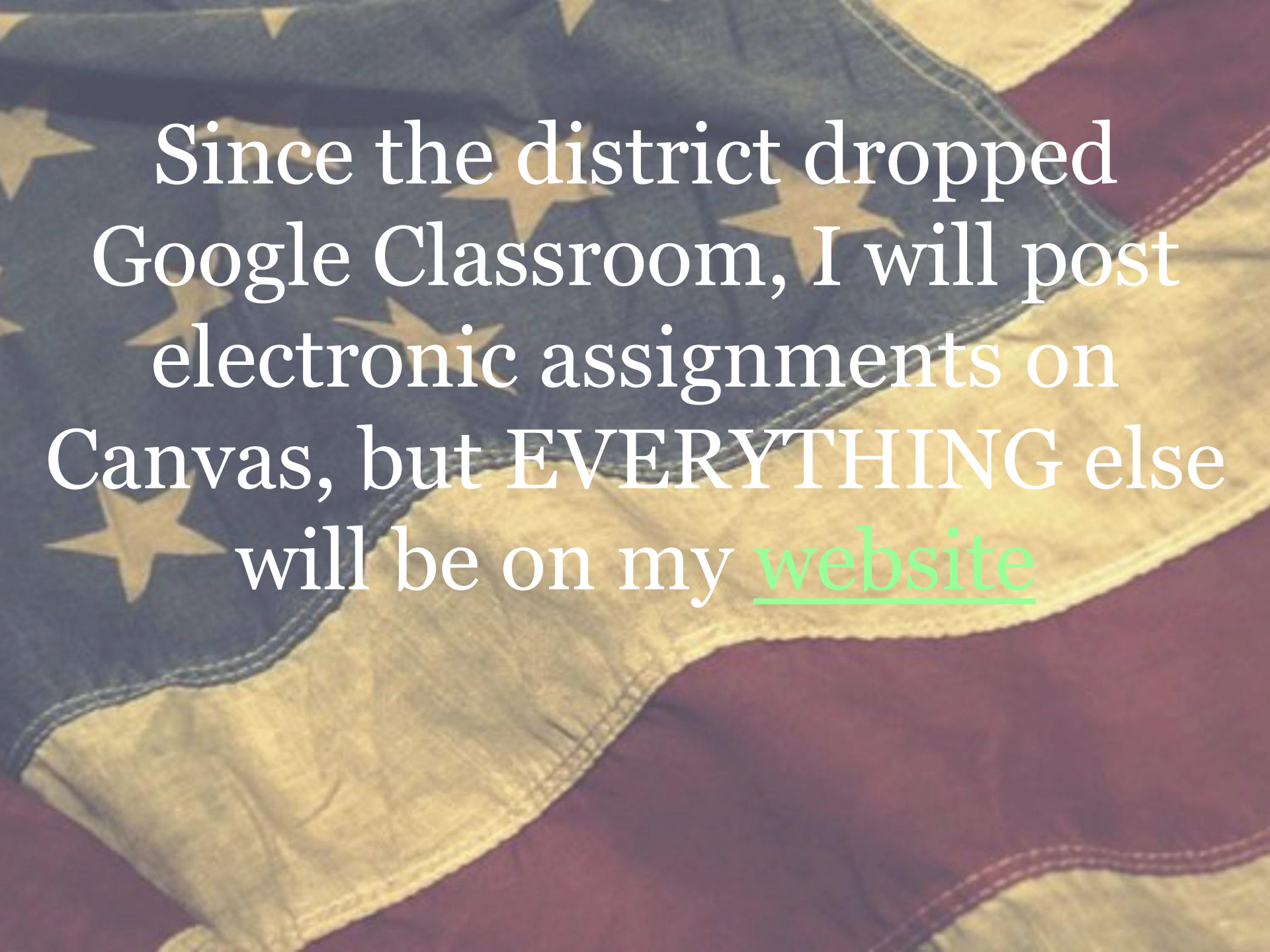
You are welcome to take a picture of it coming or going from class as the information is vital to your preparedness.

I will also send electronic agendas throughout each unit via Remind with key dates and other important information.

A close-up photograph of an American flag, showing the blue field with white stars and the red and white stripes. The flag is slightly wrinkled and appears to be draped over a dark red surface.

Website

www.Leininger.weebly.com

The background of the image is a close-up, slightly blurred view of the American flag. The stars and stripes are visible, with the blue field containing white stars and the red and white stripes. The text is overlaid on this background.

Since the district dropped Google Classroom, I will post electronic assignments on Canvas, but **EVERYTHING** else will be on my [website](#)

Seating Arrangement: Social Contract

You will be given the chance to sit where you would like in class. It is your responsibility to act appropriately in your seat. In giving you the opportunity to sit where you would like, the other end of the agreement is that I have the right to change your seating.

If your seating arrangement is affecting another student's ability to learn due to your behavior, you will be moved as many times as I see fit.

Grading Policy

60% of your term grade is an average of major assessments

40% is an average of minor assessments

Minor assessments can and will be graded using PCHS' 4-point scale.

(4 = 100, 3 = 89, 2 = 79, 1 = 69, incomplete = 40)

Late Work Policy

For students to stay current on assignments and succeed, PCHS policy states minor assignments will incur a 5-point deduction for each school day it is late. A minor assignment not completed within 6 school days will remain a zero permanently. No more than 30 points will be taken off an assignment due to late submission of work (this does not include points that could be taken due to inaccuracy).

Students will receive two days per excused absence to make up missed assignments. Teacher receipt of verification from attendance (who received proper the parent/guardian documentation making the absence excused) is required.

Major Assignments

Please see the pacing guide found on my [website](#) for the tentative dates of all upcoming tests this semester. If there is a change to the pacing guide, it will be updated under the “Resources” tab.

Students scoring below a 70 will have the opportunity to remediate and retest, provided they complete the remediation assignment by the due date.

Class Materials

- Your device, charger, and internet with access to Canvas, my website (www.leininger.weebly.com), and PowerSchool
- Printed copies of the current topic within the unit notes in your binder (even if you annotate electronically, please print them off)
- Loose-leaf paper
- Writing utensils
- Earbuds every day – please get in the habit of always keeping them with you

End of Class Expectations

You will be released at the bell only if the following are taken care of:

- Laptops are PROPERLY put away and charging
- You are SEATED, and voices are at an appropriate level
- All classroom materials are returned to the appropriate places
- The room is clean

Our 1:1 “Tech” - Classroom Environment

You are here to learn. It is our job to facilitate that learning for you and the students around you. Please consider a classroom with digital devices to be the same environment as a “vintage” classroom, with the same expectations regarding appropriate use.

I have high expectations of you to contribute to an environment where a positive learning environment is the top priority.

There is a “time and a place” for meaningful discussion. The more meaningful discussion I see, the more peer collaboration we will have.

Appropriate Phone and Tech Use

Please consider this your 1st reminder of the phone policy for this class. Now that we are 1:1, your phone is not required to be out during class unless otherwise instructed.

2nd Reminder: parent contact to inform them of device being used inappropriately during class

By now, you are individually aware of the ways your devices add or detract from your learning experience. You know what is appropriate behavior during lecture – it is a matter of self-discipline to keep yourself focused.

Academic Integrity

It is the student's responsibility to maintain integrity and uphold PCHS and WCPSS policies regarding cheating, plagiarism, falsification, violation of software copyright laws, and violation of computer access.

- I check assignments regularly (across class periods and along with Scruggs and Markham)
- Test questions are all approved College Board questions, each APUSH teacher chooses their test questions (which helps students, as we specifically tailored the tests to how it was learned in class)
- Reading Quizzes can be announced or unannounced

Remediation and Retesting

Students scoring below a 70 who have completed the remediation assignment to meet expectations and the deadline are eligible for unit retests and must take it during a scheduled SMART Lunch



**“IT TAKES LESS TIME TO DO A THING RIGHT,
THAN IT DOES TO EXPLAIN WHY YOU DID IT
WRONG.”**

HENRY WADSWORTH LONGFELLOW

*You will receive information about my SMART Lunch expectations in class another day.

The background of the slide is a close-up, slightly blurred image of the American flag, showing the stars and stripes in shades of blue, yellow, and red.

Leininger SMART Lunch Schedule

Mondays (closed - lunch duty)

Tuesdays (open A&B)

Wednesdays (open door = open)

Thursdays (closed – PLC meeting)

Fridays (open A&B)

SMART Lunch Sign-in Procedure

The SMART Lunch roster will be on the table beside my desk, with each class period's roster attached. Find your class period and name. In the first box for your first entry, mark your attendance in the following format:

Nancy Leininger $9/4 B$ ← this is for B Half

Nancy Leininger $9/4 AB$ ← this is for BOTH HALVES

Nancy Leininger $9/4 A$ ← this is for A Half

Nancy Leininger	$9/4 B$		
Ida B. Wells	$9/4 AB$		
Theodore Roosevelt	$9/4 A$	$9/14 B$	$10/2 B$

You will sign in at the end of SMART Lunch, not the beginning. You must stay for the entire half if you want credit for it. **I do not give SL credit using AllTimely.**

SMART Lunch Expectations

This is an opportunity to improve your grade, so ask if there is anything you can do regarding makeup work.

This is also your time to advocate for yourself – so if you want individual feedback on assignments, RQs, tests, etc., there is no better time than SMART Lunch.

This is your chance to study for tests, work on your essential terms, quiz each other in small groups to study, take missed tests or retests, and catch up after missed days.

I am NOT using the attendance from All Timely to give you credit for SMART Lunch, you must sign in with me on my sheet to get credit at the end of the quarter.

You are more than welcome to come have lunch and relax, but your presence is contingent upon your behavior (and your friends are extensions of you).

Class Participation:

As a teacher, it is part of my responsibility to respond to the learning styles of my students and adapt lessons accordingly.

If a class is respectful, mature and responsive there are a wide variety of activities we can explore.

You will also receive a grade for “participation/engagement” which we will discuss later (this doesn’t apply to the 2021-2022 school year).

***Preparedness → Participation

Restroom Procedure

You have six minutes in between classes to use the restroom.

Anyone leaving class will need to fill out the clipboard and be needs my signature.

Please do not ask during direct instruction to avoid missing key information. You will have time when you are not learning new information, getting instructions, etc. to use the restroom.

Tasks to Complete

- Connect to Leininger.weebly.com and bookmark on all devices you will bring to school this year
- Complete the Student Information Google Form using the link sent through Remind
- Read Chapter 1 in *American Pageant* before we start Unit 2 Wednesday
- Have “Conquest and Colonization” notes printed for tomorrow
- Read Charles Mann’s “1491” and answer questions in complete sentences (found on my website in the Unit 1 tab; due tomorrow by midnight)

Questions?

[Student Information Google Form](#) – 1st Period

[Student Information Google Form](#) – 3rd Period