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. The text "Leininger APUSH" is overlaid in the center in a white, serif font with a black outline.

**Leininger APUSH**

[Leininger.weebly.com](http://Leininger.weebly.com)

Text 81010:



(3rd) SPRING APUSH

@20leln3

[Leiningr.weebly.com](http://Leiningr.weebly.com)

Text 81010:



(4th) SPRING APUSH

@20lein4

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 Spring 2020

Mondays (open A&B)

Tuesdays (closed - American PLT)

Wednesdays (open A&B)

Thursdays (open A&B)

Fridays (closed for lunch duty in the  
gym courtyard A half)

# 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 60 instructional days (test days being included in those days), with the cooperation of teacher and student and the ownership of students of their success in APUSH.

# APUSH Pacing (Dictated by College Board)

## Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1807	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
Review and Semester Exam	1491–1877 (dates covered in Units 1–5)	3	Use the course themes to focus review
Total for Units 1–5: 55			
6	1885–1898	14	Content: The Gilded Age 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

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
9	1980–Present	5	Content: Globalization and conservatism Main Theme: America in the World Main Practice/Skills: Argument Development
Total for Units 6–9: 53			
Review for AP Exam	1491–Present (dates covered in Units 1–9)	4	Use the course themes to focus review

APUSH Pacing Guide – Spring 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b> Jan 27-31	<b>End Quarter 2</b>	<b>Start Quarter 3</b> Unit 1 1491-1607 Ch. 1 AMSCO 1	<b>Teacher Workday</b> <b>No School</b>	Unit 1 1491-1607 Ch. 1 AMSCO 1	Unit 2 1607-1754 Ch. 2-5 AMSCO 2-3
<b>Week Two</b> Feb 3-7	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	<b>Unit 1-2</b> <b>TEST</b>	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6
<b>Week Three</b> Feb 10-14	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
<b>Week Four</b> Feb 17-21	<b>Presidents Day</b> <b>No School</b>	<b>Teacher Workday</b> <b>No School</b>	Unit 3 1754-1800 Ch. 6-10 AMSCO 4-6	<b>Unit 3</b> <b>TEST</b>	Unit 4 1800-1848 Ch. 11-17 AMSCO 7-11

# 50/50 Effort Against College Board's Timeline

“**INTEGRITY,**  
**THE CHOICE BETWEEN**  
**WHAT'S CONVENIENT**  
**AND WHAT'S RIGHT.”**

-Tony Dungy, *Uncommon*

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

Website

[www.Leininger.weebly.com](http://www.Leininger.weebly.com)

# Whiteboard

You will always find the following information on the whiteboard:

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

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

# APUSH Grading Info

## Grading Policy:

- a. 70% of your term grade is an average of tests, essays and selected writing assignments; 25% is an average of classwork, quizzes and homework assignments. 5% will be based on your engagement and completion of assignments.
- b. Minor assignments and homework can and will be graded using PCHS' 4-point scale. (4 = 100, 3 = 89, 2 = 79, 1 = 69, zero/no credit = 40)
- c. To reward those who complete assignments on time, one point on the four point scale will be deducted for each day an assignment is turned in late. Credit can be earned even if an assignment is more than three days late. Alternative assignments may be given if corrected assignments have already been returned, or if feedback has already been given to students who have completed said assignment.
- d. Zeroes are applied to **ALL** assignments that are not submitted/attempted. If homework/classwork/student engagement is attempted/submitted, 40 is the lowest score entered for classwork or homework assignments. Major assessments are entered as scored.

# Reading Quizzes

As a teacher of a college preparation course, a critical part of my job is to help 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.

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.

\*Some chapters “double up” (like the upcoming RQ on 1&2)\*

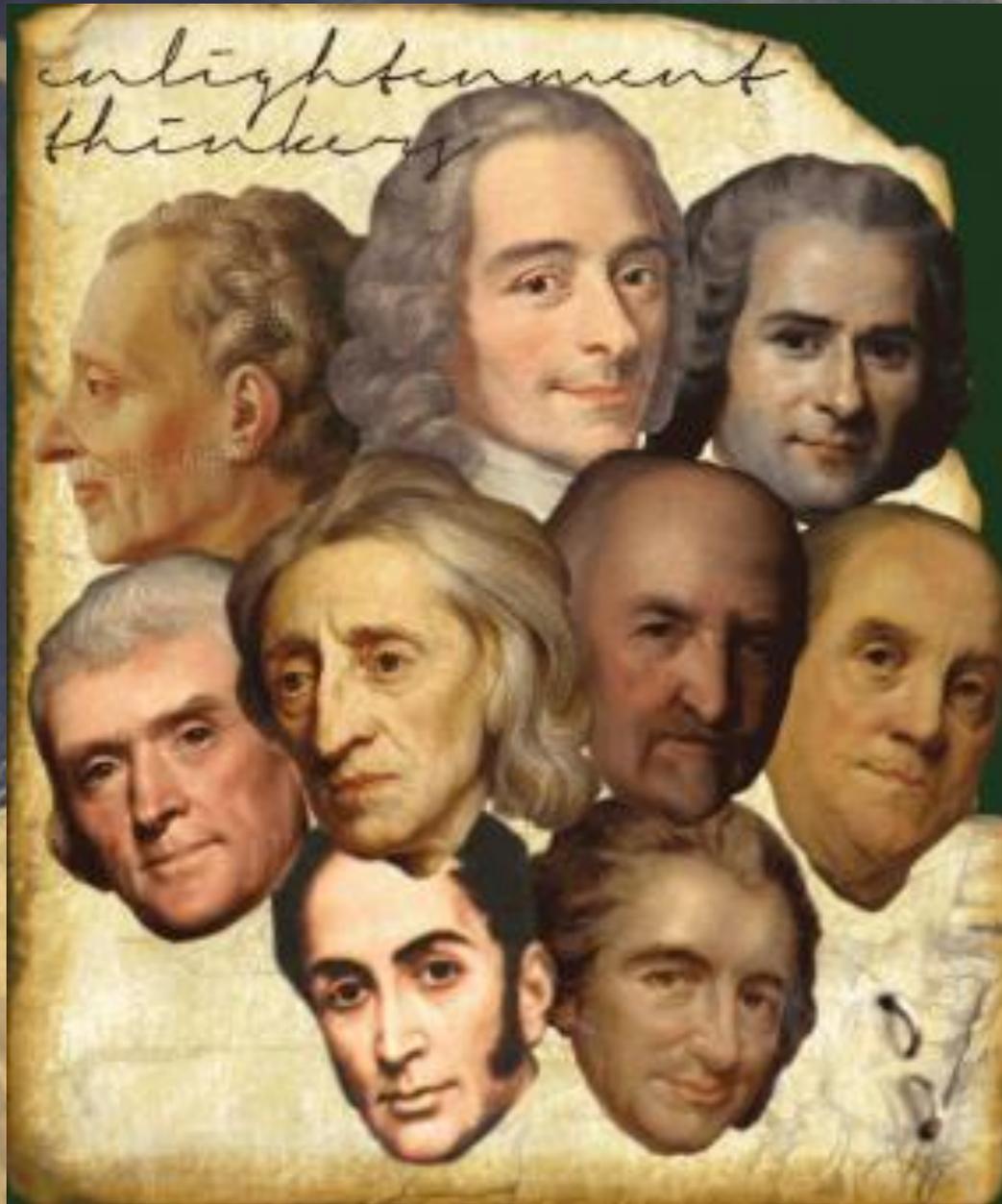
# Notes

I have provided and posted my notes on my website. How you choose to “take” them should be based on your learning style. Some options:

- Printing notes to annotate during class
- Using your device to annotate electronically
- Taking your own notes before or during lecture

You **MUST** have some form of notes/notetaking to refer to during lecture and for studying.

# Seating Arrangement: Social Contract



# 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.

## Behavior for leaving class:

I will release you after the bell rings when:

- Laptops are PROPERLY put away and charging
- You are SEATED and your voices are at an appropriate level
- All of my classroom materials are returned to the appropriate places
- The floor is clean
- Desks line up with the stickers

Books will be placed back on the bookshelf neatly, facing the same direction, and evenly stacked in rows.



1

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9

## **Format for Heading Papers:**

Papers with no names will not be kept, so please head your papers accordingly:

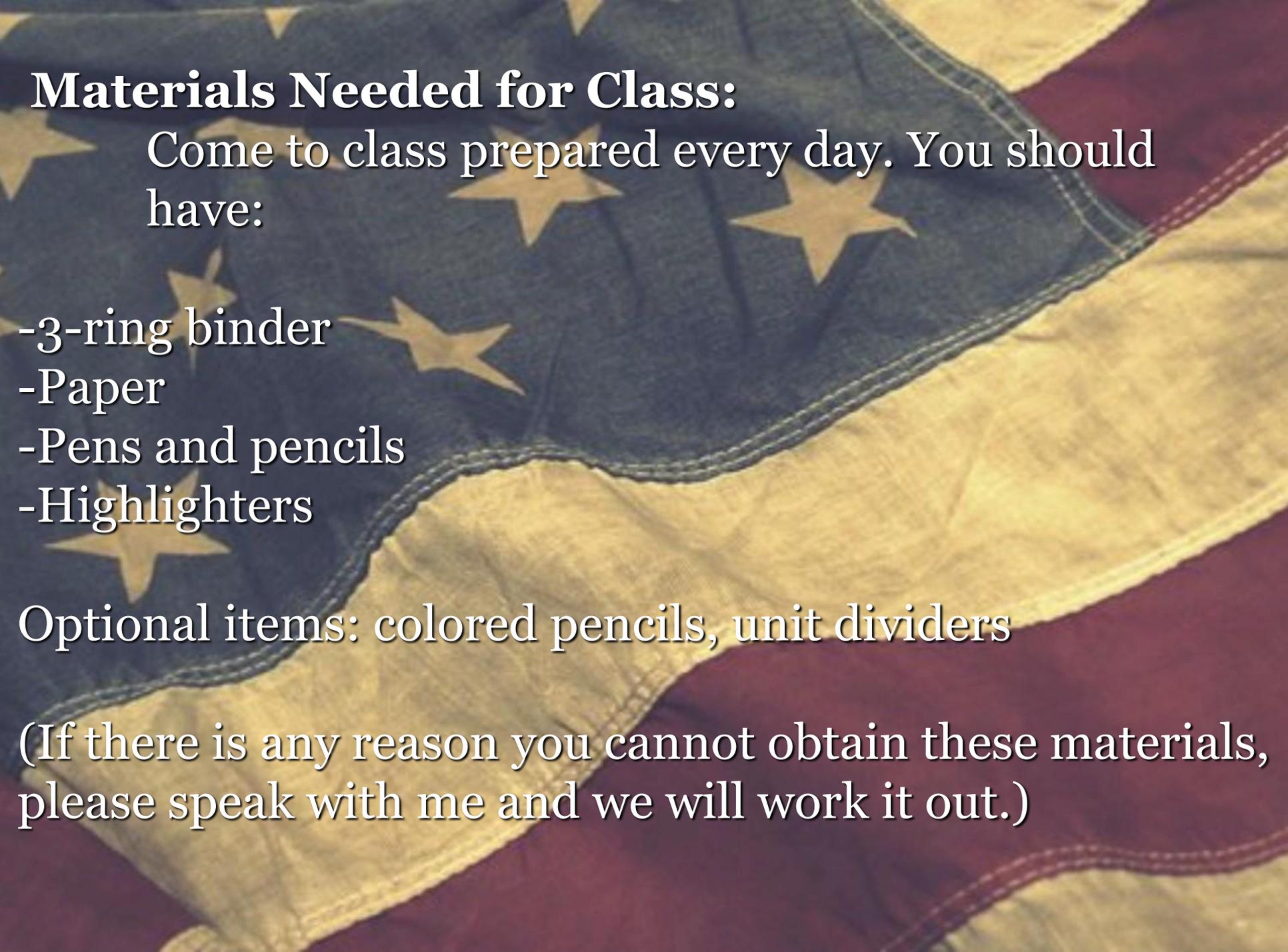
**Name**

**Period and Date**

**Assignment Name**

This is a necessity for you to keep a well-organized notebook.

You will each receive your own file in your class' bin that contains all the work you have turned into me. You may continuously collect that work, or leave it there for safekeeping.

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.

## Materials Needed for Class:

Come to class prepared every day. You should have:

- 3-ring binder
- Paper
- Pens and pencils
- Highlighters

Optional items: colored pencils, unit dividers

(If there is any reason you cannot obtain these materials, please speak with me and we will work it out.)

## **Electronics:**

Please consider this your 1<sup>st</sup> reminder of the cell phone policy for this class.

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

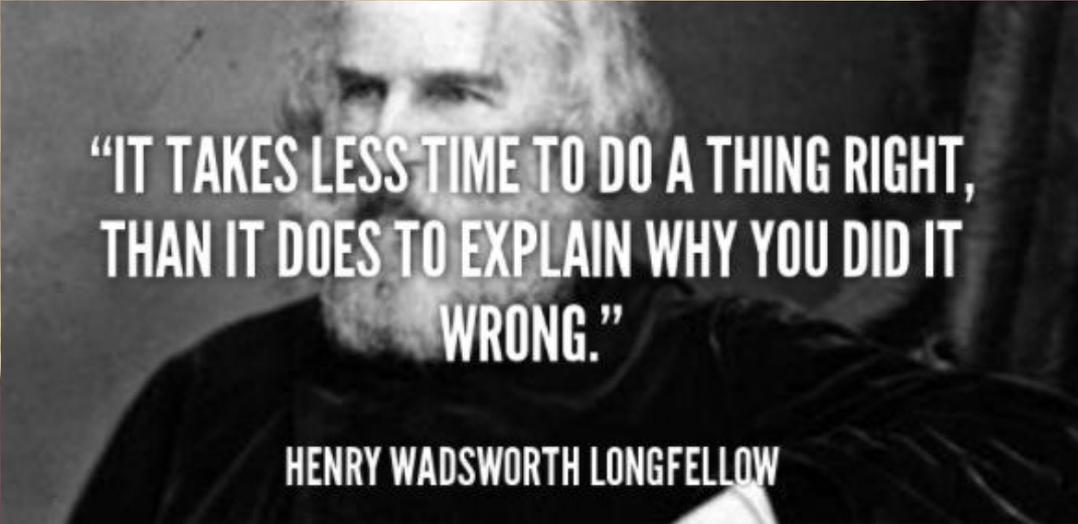
# Academic Integrity

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)
- All test questions are College Board test items, but 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

# PCHS' APUSH Particulars

- Remediation on assessments will be decided at the PLT level for purposes of equity
- Students are given the items they missed on the previous test with access before/after school and during SMART Lunch for every test
- You can view Reading Quizzes during SL as well



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

HENRY WADSWORTH LONGFELLOW

# PCHS' APUSH Particulars

- Q3 and Q4 final  
“participation/engagement” grade will be out of 125 points (4 SMART Lunch requirement to earn the full 125)

# Zero Policy

- Zeroes are applied to ALL assignments that are not submitted/attempted
- If homework/classwork/student engagement is attempted/submitted, 40 is the lowest score entered for classwork or homework assignments
- Major assessments are entered “as scored”

## **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.

**\*\*\*Preparedness → Participation**