

AISD Social Studies

NEW TEACHER SURVIVAL GUIDE



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New Teacher Academy
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General Strategies



1 – ESP GRAPHIC ORGANIZER

Create a three box graphic organizer to list the economic, social, political, and geographical causes or effects of ...

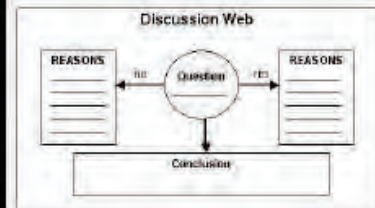
Topic			
E	S	P	G

2 – K*W*L

What do you know?	What do you want to know?	What did you learn?

3 – DISCUSSION WEB

State a question, have student list the pros and cons, and draw a conclusion



4 – VVWA

Create a VVWA chart (Vocabulary word, Visual, Word Definition, and Association) for the word(s)...

V	V
W	A

5 – STORYBOARD

Create a foldable of 8 boxes and create a storyboard for the events of...

6 – SENTENCE SUMMARIES

Description

A ___ is a king of ___ that ...

Compare/Contrast:

X and Y are similar in that they are both... but X ..., while Y ...

Sequence

___ begins with..., continues with..., and ends with....

Problem/Solution

wanted..., but..., so....

Cause/Effect

___ happens

because...or causes....

7 - VENN DIAGRAMS

Overlap three circles/boxes to create a Venn Diagram that compares the similarities and differences of...

D	S	D
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8 – HAND PROFILE

Draw your hand on paper and for each finger answer who, what, when, where, why and the significance on the palm of...



9 – COLUMN NOTES

Draw three columns on paper and label them Main Idea, Facts & Details, and Vocabulary. Find this information for the selected reading ...

Main Idea	Facts & Details	Voc.
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10 – CONCEPT CIRCLE



List title and characteristics

11- MAPMAKING

Create a map that includes TOTAL for...

T- Title

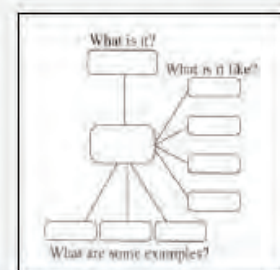
O – Orientation

D – Date

L- Legend



12 – CONCEPT DEFINITION MAP





AP Strategies



1 – APPARTS

Analyze a document by answering the questions.

Author	
Place/Time	
Prior Knowledge	
Audience	
Reason	
The Main Idea	
Significance	

1 – SOAPStone

Analyze a document by answering the questions.

Subject	
Occasion	
Audience	
Purpose	
Speaker	
Tone	

3 – Half-Page Solution

Students fold a paper in half vertically. As they read, they take notes (words or phrases about significant points in the reading). During class discussion, students add notes/points made about significant information in the reading.

4 – Questioning

Level 1 = can be answered explicitly by facts in the text.
Level 2 = go beyond the text and require analysis and interpretation of specific parts of the text.
Level 3 = Open-ended, provoke discussion of abstract ideas or issues.
Thesis Statement: answers the Big Picture Question, can be argued, provides categories of discussion

5 – Categorization

Strategy 1 – Word Splash:
 Teacher provides a set of terms. Students categorize them, including naming the categories.
Strategy 2 – PERSIA:
 In a picture or document, find evidence of: Political, Economic, Religious, Social/Cultural, Intellectual, and Area/Geographic Influences.

6 – Generalization – Strategy 1

Teacher provides several types of demographic data on a topic. Make a generalization for each piece of data and support the generalization with two specific pieces of information.

Strategy 2

Provide students with a topic and a list of terms or events. Students generate a statement that recognizes common elements among them.

7 – DBQ / Mini-DBQ

Students answer a Big Picture Question with information obtained from one or more primary source documents.

8 – Question Inference

Detail	Question?	Infer	Evidence
1	2	3	4

1. What do you see?
2. What questions do you have about the details you see?
3. What inferences can you draw from these details?
4. What evidence allows you to draw this conclusion?

9 – Yes, But

Assess the validity of a reading by finding statements that support the position taken. In the second column, give an opposing reason, thereby showing both sides of the argument.

Position/Assertion:

Yes	But

10 – Two-Column Notes

Strategy 1:

Facts (or Text)	Inferences (or Response)
Generalizations	

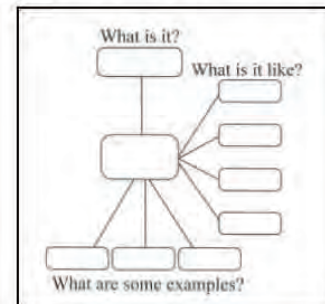
Strategy 2:

Main Idea	Details

11- One Sentence Summary

1. Read a selection
2. Write one clear, complete sentence that expresses the main idea of each paragraph
3. Condense the sentences to write one, complete sentence that expresses the main idea of all paragraphs.

12 – Concept of Definition





Visual Analysis Strategies



1 – APPARTS

When presented with an image, students automatically identify:

- A = author
 - P = place and time
 - P = prior knowledge
 - A = audience
 - R = reason
 - T = the main idea
 - S = significance
- (AP Strategy)

2 – SOAP

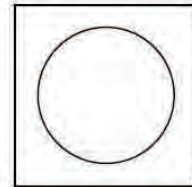
When presented with an image, students automatically identify:

- S = speaker
- O = occasion
- A = audience
- P = purpose
- S = subject
- T = tone

(Pre-AP Strategy)

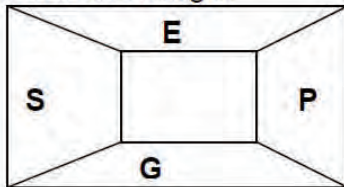
3 – Circle Organizer

In the center are details observed. Outside the circle are inferences or conclusions.



4 – ESPG

Find indications of the Economic, Social, Political, and Geographic components shown in the image.



5 – People, Objects, Activities

List the People, Objects and Activities. Make inferences and draw conclusions based on what is in the image.

People	Objects	Activities

6 – 4 Quarters

Small groups study one quarter of an image. Groups report out as the whole image begins to take shape. Once the whole image is viewed, analyze the image as a whole as well.



7 – Interview an Image

Show an image. Have students assume a role of a person or object in the image. Teacher of another student “interviews” the objects and people to gain perspective.

8 – Graphic Notes Organizer



9 – Essential Questions

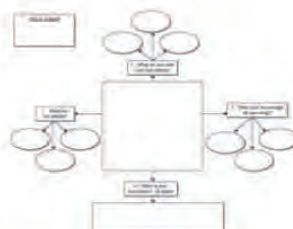
Use EQs with images to help students build background knowledge related to the main purpose of the lesson/unit.

- Before reading, use to build curiosity and generate questions
- Before reading, use to provide background knowledge
- After reading, use to process or assess student learning

10 – Who, What, When, Where



11- Critical Analysis Organizer



12 – Historical Relationship

Use a T-Chart. On the left side, list the details from the image. On the right side, relate the details to information about the historic period, subject, incident, etc.





Vocabulary Strategies



1 – Concept Attainment

Show examples and non-examples of a concept. Have students “build the rules.”

Primary Sources	Secondary Sources
Receipt	Textbook
Autobiography	Biography
Photograph	News article

2 – Word Splash I

“Splash” 8-10 words from the lesson/unit on the board.

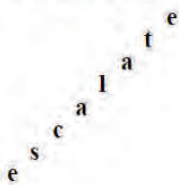
- Students discuss what they know about the words and speculate on the subject matter to be learned.
- Students categorize the words.
- Students use the words as they turn what they have learned into a narrative summarizing what they have studied

3 – Word Wall

Create a “poster” for major terms. Use visuals and make the words large enough to read from a distance. Post on the wall as progressing through the unit. Leave up for the entire unit.

4 – PictoWords

Have students create posters for the word wall by creating a visual for the word that uses the word as part of the visual.



5 – Word Bank

Provide a word bank for students to use in class. Expect students to use the academic language when they answer in class, discuss among themselves, write, etc.

6 – Sentence Summaries

Students use the word bank to write summaries of learning
Description: A ___ is a kind of ___ that

Compare/Contrast: ___ X ___ and ___ Y ___ are similar in that they are both ___, but ___ X ___, while ___ Y ___.

Sequence: ___ begins with ___, continues with ___, and ends with ___.

Problem/Solution: ___ wanted ___, but ___, so ___.

Cause/Effect: ___ happens because ___ or ___ causes ___.

7 – VVWA

Create a VVWA chart (*Vocabulary word, Visual, Word Definition, and Personal Association*) for the word...

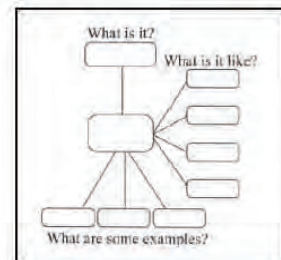
V	V
W	A

8 – Frayer Model

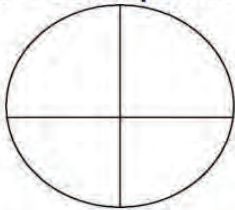
Complete a Frayer Model for the word showing definition in own words, attributes, examples, and non-examples

Def	Att
Ex	Non-Ex

9 – Concept Definition Map



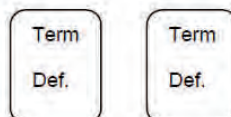
10 – Concept Circle



Title is the word/concept. Add characteristics and examples.

11- Looping Cards

Create Looping Cards with vocabulary words and definitions from a unit or course. Or, have students create Looping Cards based on their study of a topic.



12 – Hand Profile

Draw your hand on paper and for each finger answer who, what, when, where, why about a word, person, or event. On the palm, explain the significance – the “So what?”.





Example—Levels of Questions



War Abroad, War At Home

I Vietnam: America's Longest War

A. Level I

1. Why was the Tonkin Gulf Resolution drafted? What did it state?
 - As conditions grew worse for Americans in Vietnam, President Johnson needed a reason to launch a bombing campaign in North Vietnam. When two U.S. destroyers were attacked by North Vietnamese patrol boats, Johnson ordered air strikes and devised the Tonkin Gulf Resolution. It granted him the authority to take any necessary measures to protect Southeast Asia from North Vietnamese aggression and indirectly served as a declaration for war
2. What was President Johnson and General William Westmoreland's original strategy for winning this "conflict?"
 - They would engage in a "war of attrition" during which continued bombing would eventually exhaust North Vietnam's resources and weaken them when the United States sent in its ground forces
3. How did the war in Vietnam affect Americans in the US?
 - The war cost Americans \$21 billion each year. This large military budget was allotted for by incorporating a 10% surcharge on individual and corporate taxes. The fund also came from dipping to the "protected" Social Security fund. Americans also felt the burden of the war because of vast inflation.

B. Level II

1. How did the media provoke tension regarding the war?
 - Because President Johnson had not wanted the American public to place its attention on the war, he had avoided publicizing the full details. Once Americans discovered the honorific truth, they were outraged. The media only served to fuel their outrage by exposing graphic video from Vietnam on the news while insinuating that the President was not credible.
2. Despite the protests by American citizens, why did the government continue to adhere to the Truman Doctrine during the Vietnam War?
 - Truman's Doctrine essentially stated that the United States needed to contain the spread of Communism. It's likely to say that when the war began, the government truly believed that Communism was a threat to their Capitalistic nation, and that threat needed to be contained before it spread. However, as the war continued, it seemed that presidents refused to give up. They refused to not only lose this war against containment but also accept that hundreds of thousands of soldiers had died in vain. So, each one thought that this little war against guerilla forces could be won if they just attacked once more and threatened the enemy one more time.

C. Level III

1. Why would President Johnson deceive the nation by calling for restraint in Vietnam during his election campaign but asking Congress to send in more troops only months after being elected?
 - It seems that Lyndon B. Johnson had great hopes for America with his dream of a Great Society and didn't think that the war would stand in his way. So, it's possible that when he made his promises for restraint, he believed that he could quickly resolve the conflicts in Vietnam without further military involvement. However, when the time came for him to act, he was afraid of repeating the mistakes his predecessors had made in dealing with foreign politics and sent in more troops. Perhaps he believed a quick victory could be reached since America was the strongest military power in the world whereas the North Vietnamese were only armed peasants. When victory for the US never came, he was forced to clandestinely keep America in Vietnam in order to avoid a Communist takeover. He also wanted to end the quasi-war quickly because he was trying to promote his Great Society and didn't want Americans to become distracted by the war.



Example—Using Subheadings



Students who read both primary and secondary sources must learn how to extract the main idea from specific details. Often students get overwhelmed by the details and have a difficult time understanding the main point. One strategy to help students generate a main idea from specific detail asks students to take notes using the subheadings which accompany most textbooks. Many students have learned how to use a formal outline to take notes on a chapter, but over time for some students, this can become a clerical exercise lacking focus. Using subheadings encourages student to think about the main ideas.

Directions for the Teacher:

Assign an appropriate reading

Require students to turn each subheading into a complete sentence that expresses the main idea of that section.

Directions for the Students:

As you read, pay close attention to the subheadings of the chapter.

As you read, take notes on the specific details in the subsection.

Use these notes to turn the subheading into a complete sentence that expresses the main idea of that subsection. The subheading must be included as part of the sentence.

After reviewing the sentences you have written, return to the section heading and make a complete sentence from the section title that expresses the main idea of the entire section.

After completing the chapter, turn the chapter title into a complete sentence that expresses the main idea of the entire chapter.

Extension:

Students could also use note cards for this technique with a subheading sentence on one side and specific evidence on the other. These cards could be used as study guides enabling students to see the relationship between the specific information and the broader concept, and the subordination of details to main ideas. If students number each note card it would also reinforce the logical sequencing of ideas.



Example—One-Pager



Description:

A “One-Pager” is a single-page response to your reading that allows you to respond creatively to your understanding of the text.

Purpose:

A “One-Pager” allows you to express your thoughts in a different way by connecting the verbal to the visual. It connects the thoughts, ideas, and concepts of a text to your own thought and can transform the text into concrete images.

Directions:

- Use unlined, plain, white paper.
- Separate the page into 4 horizontal sections. (See example below and on back of handout)
- Pull out a quotation from your reading and write it in the 1st section of your paper. Use this as a springboard to explore your own ideas. Make sure it represents your reading of the text.
- In the second section, use a visual image or images (this can be drawn, downloaded or cut from magazines) to create a central focus to your page.
- Around this image, cluster 10 significant facts, descriptions, and/or ideas about the subject. Pull these details from the text.
- In the third section, write a personal statement/reflection about what you have read. (2-4 sentences)
- In the fourth section, write 2-3 thoughtful questions and answer them. (Write questions that ask “how” or “why”, not questions with one-word or insignificant answers.)
- Create the One-Pager in such a way that your audience will understand something about your thinking about what you have read.
- Feel free to create your One-Pager on the computer. You can also use colored pens or pencils. The more visually appealing, the more your readers can learn from your patterns of thinking.



Example—Conceptual Identifications



Often students are asked to identify certain terms, but these terms tend to be specific and lead to memorization without analysis. Conceptual identifications encourage students to actively read their textbook and to analyze and interpret what they read. Using conceptual identifications, both teachers and students can learn to use factual details to help comprehend broader concepts.

Conceptual identifications ask students to take a broad concept, define it, give an example of it, and explain its historical and general significance. At each level, there are challenges to be met using this technique. At the Pre-AP level, students learn to use an example to support a broader term, and to make meaning out of discrete historical facts by determining their significance.

At the AP level, students are challenged to organize many historical details under a specific concept, and to distinguish essential historical elements from non-essential elements, making the students active and discerning readers.

Term
Describe
Define
Explain historical significance
Give examples



Persia Graphic Organizers



Political Characteristics

Structure	Treaties	Leaders	Loyalty to Leaders
War	Courts/Laws	Citizen Participation	

Economic Characteristics

State control of trade/industry	Levels of international trade	Gender and slaves
Labor systems	Levels of technology	Money system
Agriculture/Industry importance		

Religious Characteristics

Holy books	Sins/salvation	Conversion—role of missionaries
Beliefs/teachings	Deities	Importance on societal interaction

Social Characteristics

Dress	Lifestyle	Family order –patriarchal, matriarchal
Language	Entertainment	Gender relations – role of women, children
Social classes – slavery		

Intellectual Characteristics—The Arts

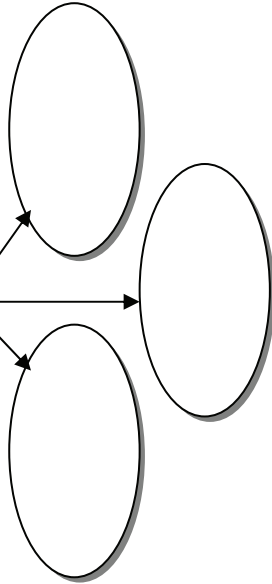
Art and music	Philosophy	Education
Writing and literature	Math/Science	Inventions

Geographic Characteristics

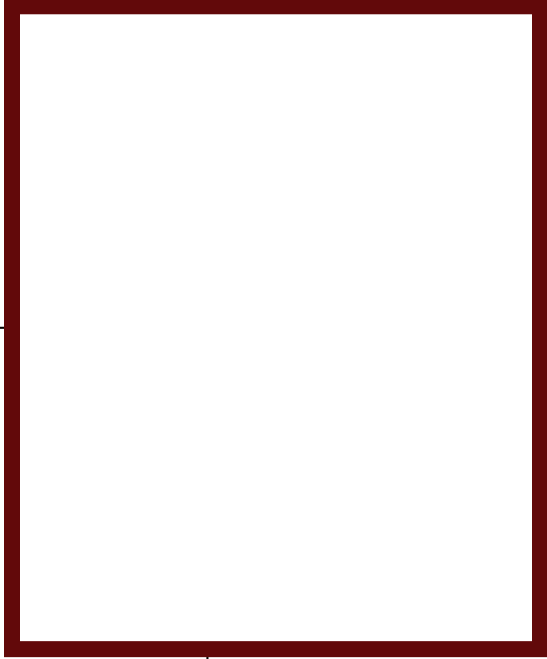
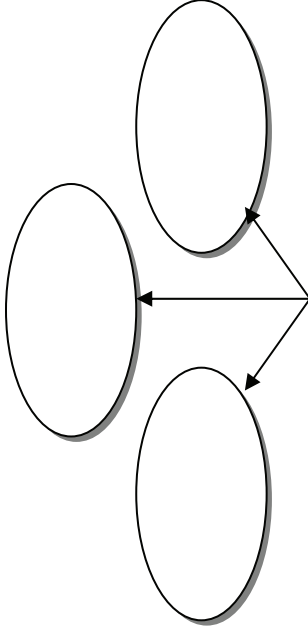
Location	Human Interaction	Spatial Diffusion
Physical	Movement	

Title of Subject

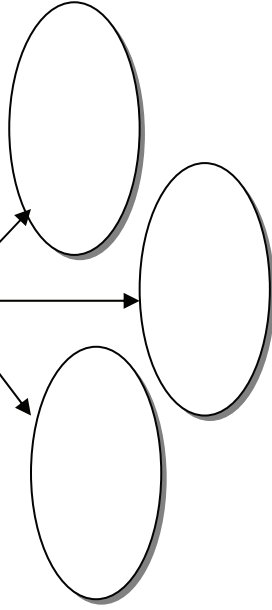
1. What are the details?



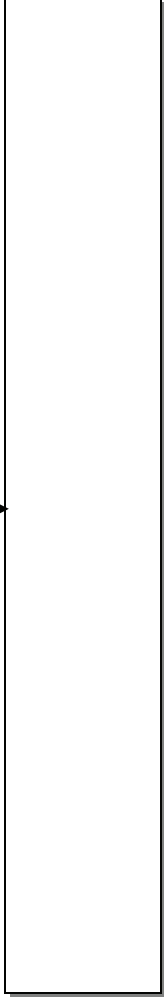
2. What do you infer from the details?



3. What prior knowledge do you bring?



4. What is your conclusion? (Explain)



Against

**Question or
Problem?**

For

Conclusion

Political Influences

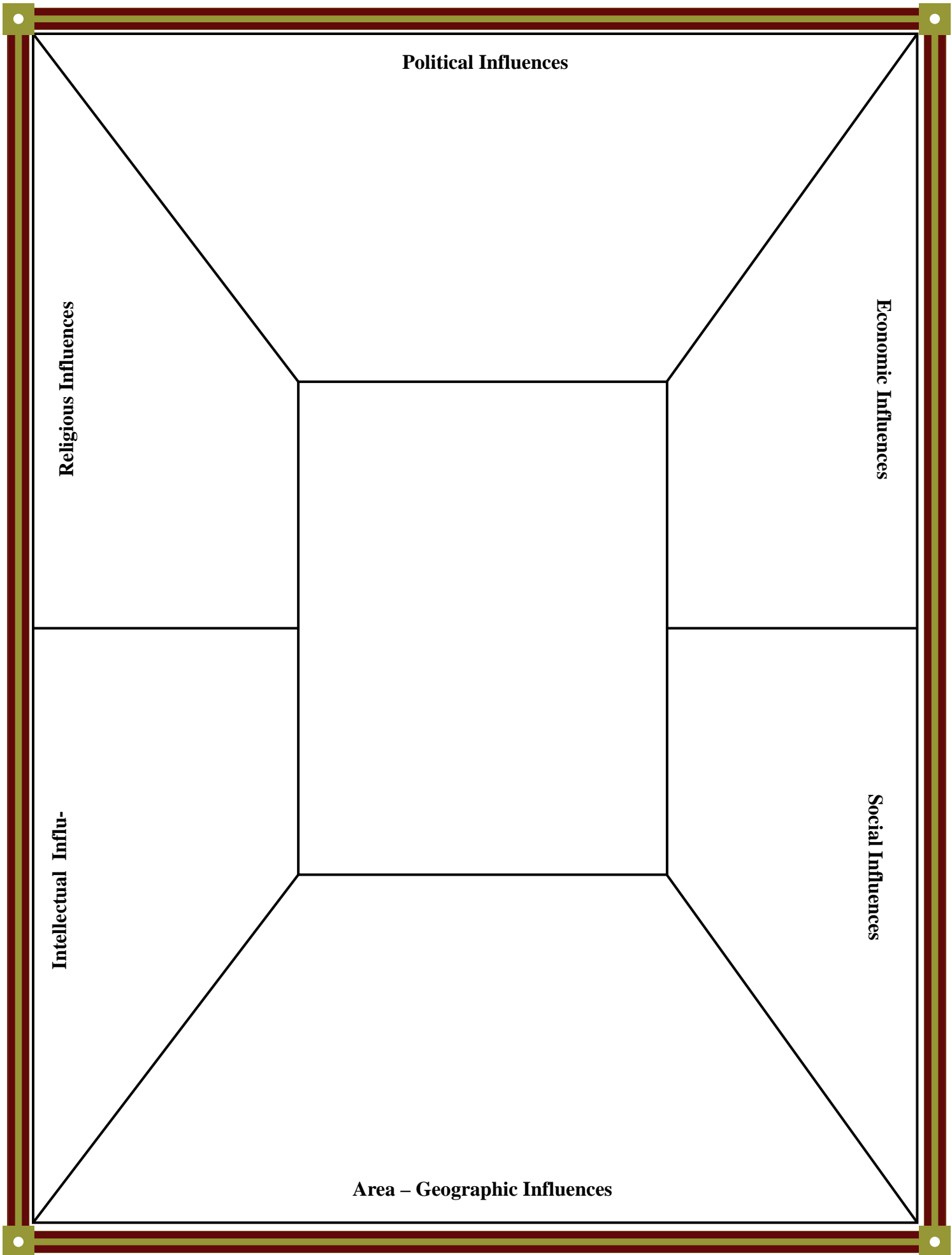
Economic Influences

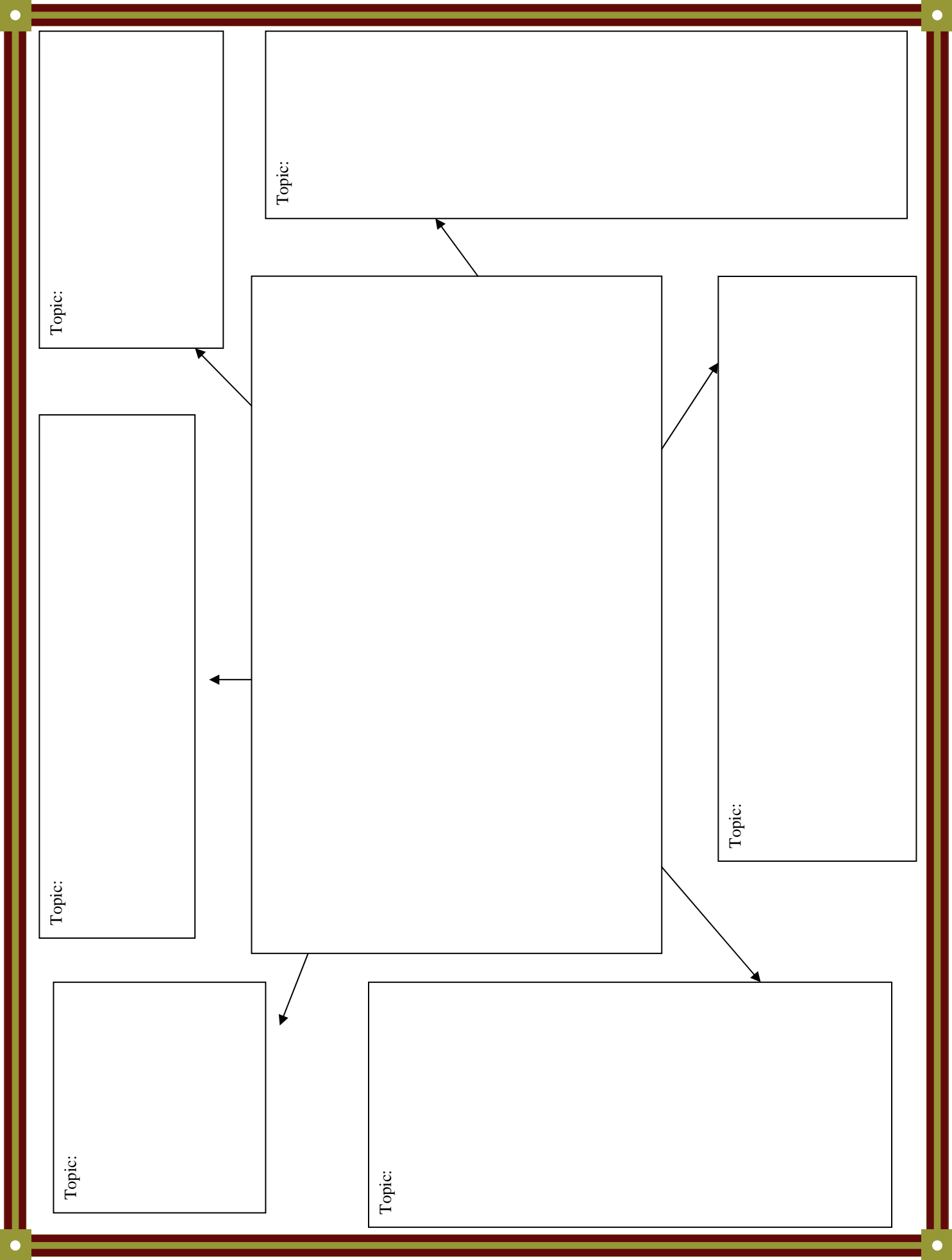
Social Influences

Area – Geographic Influences

Religious Influences

Intellectual Influences







Class Participation Rubric



Name _____

Date _____

Please indicate your class participation level for this week. I will use these, in conjunction with my own observations about your participation, to determine this component of your grade.

90-100%	These students are always on time and prepared. They independently take risks, assert an opinion and support it, and respond respectfully to others. Through participation and inquiry, these students consistently demonstrate a genuine desire to learn and to share ideas with the class. Furthermore, through their discussion, it is obvious that they have read the books or assigned readings. They take an active role in their own learning. Consistently on-task during reading and work times.
80-89%	These students are generally prepared and almost always on time or always on time. Although they may take fewer risks, they still assert opinions, support them, and respond respectfully to others. Through less frequent participation and inquiry, these students generally demonstrate a genuine desire to learn and to share ideas with the class. Although their participation may be less, it is still obvious that they have done the reading or completed the assignment. They take an active role in their own learning.
70-79%	These students generally participate infrequently and may not be prepared to discuss the reading or assignment with detail or substance. They may be late to class regularly. They hesitate to share ideas and to take risks, and at times may be disengaged from the discussion. These students may not always respect the opinions of others. They do not regularly take an active role in their own learning.
60-69%	These students speak rarely and are often either unprepared or shallow in their responses. They are frequently late to class. They do not ask questions and are unwilling to share ideas with the class. These students display poor discussion skills, and they may be intolerant of the opinions of others. They infrequently take an active role in their own learning.
50—59%	These students do not ask questions or share ideas with the class. They may even try to interrupt the flow of the discussion. These students may also display poor discussion skills, and/or be intolerant of the opinions of others. They do not take an active role in their own learning and may try to disrupt the learning of others. Consistently off-task during reading or work times, and do not arrive on time or prepared for class.

What went well for you this week?

What areas need attention? What do you need to improve?



Essay Rubric



	Superior - 5 8-9 90-100	Strong - 4 6-7 80-85	Adequate - 3 4-5 70-75	Weak - 2 2-3 60-65	Unacceptable - 1 1 50
Thesis and Introduction	Superior, complex thesis; fully addresses the complexity of the question; takes a position; provides organizational categories; contains background info with time period and relevant info	Strong complex thesis; fully addresses the question; takes a position; provides some organizational categories; contains background info with time period and relevant info; may be weak in 1-2 areas	Clear but simple thesis; may not fully address the questions; contains organizational categories; limited background information	Undeveloped thesis; simple; does not fully address the question; takes a position; missing categories, lacks background information	No thesis and no background information
Concrete Facts	Excellent use of concrete, specific facts, with a detailed descriptions	Good use facts as evidence, with adequate descriptions, but needs more	Includes some facts, but clearly needs more and/or lacks adequate descriptions	Limited facts and/or no descriptions; facts not specific, accurate, and relevant	No specific facts or does not fit the prompt
Analysis and Commentary	Excellent analysis of key issues that ties the facts to the thesis and topic sentences	Good analysis of key issues; facts not tied specifically to the thesis	Needs more analysis of key issues	Laundry list of facts not connected with analysis; Contains vague statements or generalizations not supported by facts	Historical errors; lacks both facts and analysis
Organization	Extremely well-organized essay; topic sentences tied to thesis	Well-organized; topic sentences fit with body paragraphs, but may not match thesis	Fairly well-organized; topic sentences present but weak	Weak organization; topic sentences present but very weak; rambling style	Poorly organized; no topic sentences
Mechanics	Extremely well-written essay; typed or excellent penmanship; limited grammatical and spelling errors	Well-written essay; typed or good penmanship; a few spelling or grammar errors that don't detract from meaning	Clearly written; some difficulty reading due to penmanship; several spelling or grammatical errors	Poor penmanship but readable; many spelling and grammatical errors; Uses "I", "we", "you", "us", "our", etc.; connects ideas to today when not asked to	Hard to read due to penmanship; difficult to understand due to grammar and spelling errors



Discussion Rubric



Student:

Period:

Date:

	Exemplary	Effective	Minimal	Unsatisfactory
SUBSTANTIVE				
• States and identifies issues	Accurately states and identifies issues	Accurately states an issue	States a relevant factual, ethical, or definitional issue as a question	Does not state any issues
• Uses foundational knowledge	Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else	Does not express any relevant foundational knowledge
• Stipulates claims or definitions	Pursues an issue with a stipulation	Does not stipulate a claim or definition	Does not stipulate a claim or definition	Does not stipulate a claim or definition
• Elaborates statements with explanations, reasons, or evidence	Pursues an issue with one or more elaborated statements	Pursues an issue with at least one elaborated statement	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issues
• Recognizes values or value conflict	Recognizes values or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict
• Argues by analogy	Uses analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion
PROCEDURAL				
• Invites contributions from others	Engages others in the discussion by inviting their comments	Invites comments from others	Does not invite comments from others	Does not invite comments from others
• Acknowledges the statements of others	Engages others in the discussion by acknowledging their contributions	Does not acknowledge the statements of others	Does not acknowledge the statements of others	Does not acknowledge the statements of others

<http://digitalclass.us/>



Seating Chart



1. Write each student's name on small post-it notes.
2. Arrange the sticky notes to match your seating arrangement on a piece of plain white paper or tagboard.
3. Stable a sheet of clear acetate, commonly known as a write-on transparency sheet.
4. To Take Attendance: Use a transparency marker to take attendance on the transparency sheet. At the end of the day, just wipe it clean.
5. Easily re-arrange the sticky notes whenever you need to change your seating arrangement.
6. Use different colors of post-its to code students by different criteria, such as gender, learning needs, modification, etc.





Tips to Ease 1st Day Jitters



1. **Know the rules.** Get acquainted beforehand with school policies and procedures, such as opening and closing hours, attendance procedures, fire drill regulations, lunchroom regulations, nurse services, etc.
2. **Find out where.** Familiarize yourself with the building: locate the exits, the principal's office, the gym, the nurse's office, the cafeteria, the supply room, the faculty lounge, media center, and so forth.
3. **Introduce yourself.** Meet the teachers in your hall. They can be of real help in the first few weeks of school. And take the time to say "hello" to other important people in your building—the librarian, the counselors, the school nurse, the cafeteria workers, and the custodians.
4. **Decorate your room.** Get your room ready. Make sure your classroom is friendly and livable for opening day. Put up pictures, design a colorful bulletin board, and add a few plants.
5. **Use traditional seating.** Start with the traditional arrangement of desks until you've established control and know your students' names. Make a temporary seating plan. (You'll want to change it later, but it'll put you in command on opening day and help you learn names.)
6. **Get your materials ready.** Make sure you have all the materials you'll need for getting school under way—paper, pencils, books, and so forth.
7. **Get there early.** On the first morning, arrive early so you'll have time to ask any last-minute questions, go over final plans, and relax before the students come in.
8. **Greet your pupils.** Be in your room when the pupils arrive. Post your name, subject, and room number outside your door and have your name written on the chalkboard. Greet the students with a smile and a pleasant "Good Morning." Encourage them to be seated and remain so.
9. **Get down to business.** Make opening exercises brief. Your goal for the morning is to get down to business. Post the day's schedule and your class agenda on the board so students will know what to expect.
10. **Plan, plan, plan.** Create lesson plans for the first few days. Plan at least twice as much as you think you can cover. Write down everything. Detailed plans will give you a feeling of security when facing the class for the first time.
11. **Go over the rules.** Introduce yourself to your classroom rules and regulations the first day. There must be a way of getting books and materials, of sharpening pencils, of entering and leaving the room, and so forth.
12. **Start the learning.** Make the first day of school a real one. Accomplish some constructive learning with your students. A good start yields big dividends later on.

Based on article by Ms. Mariely Sanchez at www.sanchezclass.com



Links of Interest



Teacher's Network—<http://teachersnetwork.org>

Inspiring Teachers—<http://www.inspiringteachers.com/>

Teaching Tip Articles (scroll to the bottom) - <http://www.worksheetlibrary.com/teachingtips/>

"Top 10 Common Teaching Mistakes For Teachers To Avoid"—http://k6educators.about.com/od/helpfornewteachers/tp/mistakes_new.htm

"**Back-to-School Guide for Beginning Teachers (and Not-So-New Teachers Too)!**" - http://www.education-world.com/a_curr/curr264.shtml

New Teacher Links from Busy Teacher's Cafe—http://www.busyteacherscafe.com/teacherlinks/newteachers_links.htm

Lots of Links from Middleweb—<http://www.middleweb.com/1stDResources.html>

New Teacher Resource Center—<http://newteacherresourcecenter.com/>

Blogs and Forums

http://www.proteacher.net/index.cgi?az=list&forum=the_vent

<http://www.theteacherscorner.net/forums/forumdisplay.php?f=37>

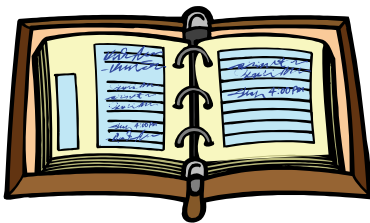




Organization



1. Buy a binder to organize your paperwork. Find one that you really like since you'll carry it with your everywhere.
 - Buy a binder to use for the entire year as your official teacher notebook. Find one that you really like since you will carry it with your everywhere. Don't buy a cheap one with clasps that will bend or a cover that will crack under the strain of carrying all your paperwork.
 - Create a cover or label to quickly identify your notebook. A fabric book cover can be changed depending on your whim or the season. Quick cover changes can also be achieved with a binder that has a clear, plastic pocket where you just slide in different covers. Craft stores sell "designer" paper if you want to make a unique statement and these can be changed periodically for fun. If you prefer simplicity, just stick a label in the spine with your name and room number. Make sure to have your name and contact information clearly labeled somewhere so it can be returned if lost.
 - Add dividers, either purchased or homemade. If you make your own, buy card stock or some heavy paper and add stick-on tabs to label each section. Label your dividers "Calendar," "Gradebook," "Lesson Plans," "Class Info," "Seating Charts" and "Miscellaneous." You can add other sections, if desired, but keep it manageable or your binder will become too bulky to carry.
 - Add a pouch or stick-on pocket to your binder to hold essentials, such as pens and sticky notes. Use the sticky notes to jot quick notes to yourself or add things to your calendar or lesson plan quickly. Also add a large plastic pocket to hold things that you need to file and loose papers.
 - Purchase an academic calendar from the stationary store or create your own in a word processing program. Keep only one semester at a time in your teacher binder to cut down on bulk. Printing on both sides of the paper also cuts down on size. Write in appointments, meetings and reminders. Consider using pencil for dates, meetings, and appointments that may be changed. Sticky notes also work well for flexible calendar entries and they come in a variety of colors and are of a size to fit neatly into the squares of the calendar. Colored ink or highlighters can be used to mark very important dates
 - Keep grades in the gradebook section using the old-fashioned paper version or by printing out updated gradesheets from your grade program. Add a few blank class roster sheets with columns for jotting down grades on the fly that can later be added to your grade program or gradebook. Always use pencil when entering grades.
 - Design your own lesson plan sheets on the computer or purchase commercial ones from the local teacher supply store. Write in pencil in case you need to make quick changes, or attach a sticky note over an old lesson plan to update it. Keep only lesson plans for the current two units or you will end up with a back problem down the road.
 - Carry only necessary class information in your teacher notebook, such as contact information sorted by class. Any student modifications should also be included so you will have the info at your fingertips for conferences or lesson planning. You can keep the seating chart in the class info section or give it a separate divider.
 - Put anything you feel you need to carry around with you that doesn't fit in one of the other dividers in the miscellaneous section. Clear this section out every couple of weeks.
 - Keep one section for blank paper to use as a journal, to-do list, and just general note area. Jot down names, phone numbers, upcoming events, reminders to self, and so forth.





Organization



2. Use binders to organize curriculum materials for each unit or by grading period. Put a copy of the lesson plan first, then all reproducibles or resources behind the lesson plan. Next year, you'll be ready to go with minimal work.
3. Make a class binder in which you keep all information about each class and track parent communication. Add all class-related documents, such as a syllabus, parent letters, newsletters, and a log of parent contacts by both phone and email. Use this binder to document problems with student behavior, as well. When you attend conferences, bring the class binder with you for documentation.
4. Use 2 sets of desk trays. The first set is for your desk and should be labeled, "To File," "To Grade," "To Do" and "To Copy." The second set should be labeled with each class period or subject and used to store papers that need to be returned to students.
5. File extra copies of each reproducible or handout you use in class. Always keep at least one master copy in the file folder. Use larger dividers to separate units within your file cabinet and use one drawer per subject or grading period. As you begin a new unit, pull all the folders for that unit from the filing cabinet and place them in a file folder holder on your desk for easy reference. Each time you begin a new unit, switch out the folders.
6. Organize your desk. Keep lots of little baskets and trays around your desk to organize small items, such as pens, paperclips and notes. Have a file box with hanging file folders, one for each day of the week. Put all materials needed each day within the appropriate hanging folder. At the end of the week, clear out and re-file any remaining papers left in the folders.



Before School Checklist



- ___ Where do I obtain supplies such as: paper clips, file folders, markers, stapler, etc.?
- ___ Do I have the necessary furniture: desks, tables, chairs, teacher's desk/chair?
- ___ Does anything need to be repaired/replaced in the room? If so, whom do I contact?
- ___ If you do not have your own room, do you know where you can store your materials?
- ___ Where is the book room? How do I check out textbooks from the bookroom? How do I checkout books to the students?
- ___ Do you have a procedure for checking in and out materials that are used in class, such as calculators?
- ___ What are the procedures for obtaining, maintaining, and turning in lesson plans and grades?
- ___ What/who is the ITS person? Where is that person located?
- ___ When do I receive a laptop? From whom? Where?
- ___ What audiovisual equipment and/or computers are available, and what are the procedures for obtaining materials?
- ___ What procedures do you have for student's arrival and dismissal?
- ___ Have you made and posted rules, consequences, and rewards?
- ___ What procedures are there for clinic passes, hall passes, office passes, fire drills?
- ___ How are students referred to the office?
- ___ What are the cafeteria procedures for students and teachers?
- ___ Who is the Campus Officer and where is he/she located?
- ___ Who is my department chair and/or team leader?
- ___ Do I have a campus mentor? If so, who is it?
- ___ Who is my PDAS evaluator?
- ___ When are faculty meetings?
- ___ When are PTA meetings? Am I expected to attend?
- ___ If there are students with special needs who will leave my class, when/how will I know?
- ___ How do I complete progress reports, report cards, and grades? When are these reports due?
- ___ Where is the ISS room, and how are assignments handled?
- ___ Do I need to inventory materials, books, instruments, and/or supplies?
- ___ What is the campus dress policy for faculty?



Parent Contact Log



Student _____ Parent _____

Date _____ Initiated by Parent Teacher Student Other _____

Time _____ Type Conference Email Phone Other _____

Topics Discussed	Notes
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Student _____ Parent _____

Date _____ Initiated by Parent Teacher Student Other _____

Time _____ Type Conference Email Phone Other _____

Topics Discussed	Notes
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Student _____ Parent _____

Date _____ Initiated by Parent Teacher Student Other _____

Time _____ Type Conference Email Phone Other _____

Topics Discussed	Notes
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Student _____ Parent _____

Date _____ Initiated by Parent Teacher Student Other _____

Time _____ Type Conference Email Phone Other _____

Topics Discussed	Notes
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Anecdotal Records



Student _____ Date _____ Time _____

Description of Incident

Interventions

Outcome

Student _____ Date _____ Time _____

Description of Incident

Interventions

Outcome

Student _____ Date _____ Time _____

Description of Incident

Interventions

Outcome

Student _____ Date _____ Time _____

Description of Incident

Interventions

Outcome

AP US History

Parent Information

Student's Name: _____ Period: _____

Parent #1 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Parent #2 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Important information you want me to know about your child:

AP US History

Parent Information

Student's Name: _____ Period: _____

Parent #1 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Parent #2 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Important information you want me to know about your child:

AP US History

Parent Information

Student's Name: _____ Period: _____

Parent #1 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Parent #2 Name: _____ Email: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Important information you want me to know about your child:

Notebook Check

Item	Points
Video Guide—Road to War & World at War	
PAI 35—Impact of WWII	
Graphic Organizer: Cold War (causes OR effects)	
PAI 40—Fighting Cold War at Home	
Video Guide—Post-War Years	
Total	
Item – Daily HW Grades	Points
PAI 34—Origins of WWII	
Cold War Reading Notes	

Quiz Grades

Number Missed	Score
0	100
1	98
2	95
3	90
4	85
5	80
6	76
7	72
8	68
9	64
10	60
11	56
12	52
13	50
14	45
15	40
16	35
17	30
18	20
19	10
20	0

Test Grades

Number Missed	Score
0	100
1	98
2	96
3	94
4	92
5	90
6	88
7	86
8	84
9	82
10	80
11	78
12	76
13	74
14	72
15	70
16	68
17	66
18	64
19	62
20	60
21	58
22	56
23	54
24	52
25	50
26	48
27	46
28	44
29	42
30	40

Notebook Item Grade

	Percent
20	100
18	90
16	80
14	70
12	60
10	50

Essay Grades

FRQ	Score	DBQ
25	100	29-30
23-24	95	27-28
21-22	90	25-26
19-20	85	23-24
17-18	80	20-22
15-16	75	17-19
13-14	70	14-16
10-12	65	11-13
8-9	60	8-10
5-7	55	5-7
1-4	50	1-4

Reading HW 3 Questions

	Percent
33	100
30	90
27	80
23	70
20	60
17	50

Reading HW 4 Questions

	Percent
25	100
23	90
20	80
18	70
15	60
13	50



Test Corrections



What do I do:

Come to Room 260 and get your answer sheet and a copy of the test. For each wrong answer do the following

Write the question.

Use your brain and, if necessary, chapter notes/text/notebook to find the correct answer. Write the correct answer.

Write why you got the answer wrong. This requires reflection on how you interpreted the question/answer and why you believe you misinterpreted it.

Write why you know your new answer is correct.

All work must be done **INDIVIDUALLY** in Room 261. You must make arrangements to come from 8:30 – 8:50 am, during A Lunch, or afterschool.

What will I get for doing this?

You will get ½ credit added to your test score for each correct, complete and convincing correction. Other benefits include reviewing information which confused you, increasing your understanding of history, and improving your multiple choice test taking skills.

Test Score	Number Corrected	New Score
29/50 (58%)	21	39/50 (79%)
29/50 (58%)	12	35/50 (70%)
35/50 (70%)	15	42/50 (85%)
40/50 (80%)	10	45/50 (90%)
45/50 (90%)	5	47/50 (95%)



How long do I have to do this?

You have 1 week from the date the test is returned to complete your test corrections.(e.g. test is 1/15; test is returned 1/16; test corrections must be completed by the end of school on 1/23)

Do I have to?

No. You will keep you initial test score.

What answers should look like?

Sample Question: Colonial American taverns were all of the following *except*: (a) frequented mainly by the lower classes (b) another cradle of democracy (c) hotbeds of agitation for the Revolutionary movement (d) important in crystallizing public opinion (e) places providing amusement

Question #1: The answer should be A. I got it wrong because I didn't know the term "crystallizing." I didn't look at the root word – crystal. I also didn't understand "public opinion" so I thought this must be the "exception" answer. I did not pick the correct answer because I thought only lower classes hung out in taverns back then. This time, when I looked at all the choices, I realized b, c and d are about the Revolution so the most likely choices are either a or e. When I looked up information on the role of taverns, I found out all kinds of people hung out in taverns and people played cards and sang so they had amusement.

Will I get credit for every correction I make?

No. Simply copying or paraphrasing the answer will not earn you any credit. You must show reasoning or reflection. Here is an example of how **not** to do it:

Questions #1: The answer should be A. The "except" answer is "frequented mainly by the lower classes" because the other answers are correct.

Instructor Information

Instructor: Cherry Whipple Room: 260
Class Phone: 841-1961
E-mail: cwhipple@austinsisd.org

Class Website & Forum

<http://whipplesworld.100webspace.net>
<http://www.micenet.org> (Class Key: 9646JKW88)

Course Description

"The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands of them **equivalent to those made by full-year introductory college courses**. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This course is designed to train you in developing the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format." See the College Board's Course Description for further details.

Course Objectives

In any given era that we study in AP United States History, several objectives are applicable. Students will:

- Demonstrate comprehension of a broad body of historical knowledge.
- Express ideas clearly in writing.
- Interpret and apply data from original documents.
- Identify underrepresented historical viewpoints.
- Compare and contrast alternate interpretations of an historical figure, event, or trend.
- Explain how an historical event connects to or causes a larger trend or theme.
- Develop essay responses that include a clear, defensible thesis statement and supporting evidence.
- Effectively argue a position on an historical issue.
- Critique and respond to arguments made by others.
- Raise and explore questions about policies, institutions, beliefs, and actions in an historical context.
- Evaluate primary materials, such as historical documents, political cartoons, and first-person narratives.
- Evaluate secondary materials, such as scholarly works or statistical analysis.



Course Outline

- Era 1—Exploration & Colonization**
Exploration, Discovery, & Settlement
Colonial North America
- Era 2—Establishing an American Republic**
The American Revolutionary Era
The New Republic
- Era 3—Age of Jackson**
Nationalism & Sectionalism
Economic Development
Jacksonian Democracy
- Era 4—Antebellum America**
Religion, Reform, and Renaissance
Territorial Expansion and Manifest Destiny
- Era 5—A Dividing Nation**
The Crisis of the Union
Civil War
- Era 6—Industrialism & Reform**
Reconstruction
Growing Pains & Gains
The Progressive Era
- Era 7—Expanding American Global Influence**
Building an Empire
World War I
- Era 8—The New Era**
The Twenties
The Great Depression & the New Deal
- Era 9—World War II & the Cold War**
World War II
The Early Cold War
- Era 10—The Search for a Better Life**
The 1950s
The Civil Rights Movement
- Era 11—Tumultuous Times**
The Sixties
The Vietnam War
The Seventies
- Era 12—The Making of Modern America**
The Reagan Revolution
Framing the Present



Course Themes

- A. Power, Authority, & Governance (Political Parties, Supreme Court Cases, Laws, Presidents, sectionalism, nationalism, etcetera)**
Explain how people and groups have organized, exerted, challenged, and maintained political power.
Identify when the U.S. has favored "equality of condition" over "economic freedom" and "equality of opportunity".
Evaluate the extent to which authorities have achieved their stated ideals and when they have departed from them.
Identify and evaluate causes and effects of sectionalism and nationalism in the U.S.
- B. Economic Opportunity (Economic policies, Labor Unions, tariffs, technology, etcetera)**
Explain how the questions of production, consumption, and distribution have been answered. (basic economic decisions)
Identify and explain how people and groups have advanced economically or have fallen behind economically.
Analyze the link between economic opportunities and other developments (themes).
Analyze impact of technology on economic development and other developments (themes).
- C. Democratization and it's Limits (Development of democracy, "freedom" issues)**
Identify trends or developments or events that furthered / limited the development of "democracy" in America.
Identify the ways that civil rights have been expanded or limited.
Explain the significant outcomes of these trends or developments or events.
- D. Social Change (Religion, Culture, Literature, Art)**
Identify and explain the ways in which society changed and what caused those changes.
Identify the ways in which American culture has been expressed or changed? (Literature and art)
Identify and explain the role of religious groups or individual in forming and/or reforming American society and culture.
Analyze the causes and effects of social/cultural change.
Evaluate the role of race and ethnicity in creating or manifesting social change.
- E. Immigration and population growth**
Trace trends in demographic growth in the U.S..
Identify groups who emigrated to the U.S. and when they came.
Analyze the link between immigration, population growth and social change.
Evaluate the extent to which immigrants were assimilated or rejected by American society.
Analyze the causes and effects of immigration in the United States.
- F. Foreign Policy / Expansionism / Imperialism / Military**
Identify significant Foreign Relations events and explain their significance.
Explain and analyze trends in U.S. relations with other nations.
Analyze the causes and effects of U.S. military actions and wars.
Identify and analyze trends in U.S. expansionism and/or imperialism.

Reading List

Required Textbook

Brinkley, Alan. *American History: A Survey*. 11th ed. Boston: McGraw-Hill, 2006.

Supplementary Readings

Hart, Diane. *History Alive! Pursuing American Ideals*. Palo Alto, CA: Teacher's Curriculum Institute, 2008.
Kennedy, David M., Elizabeth Cohen, and Thomas A. Bailey. *The American Pageant 11th ed.* (Boston: Houghton Mifflin, 2005).



Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 5th ed. New York: McGraw-Hill, 2005.
Dollar, Charles M., and Gary W. Richard. *American Issues: A Documentary Reader*. New York: McGraw-Hill, 2002.

Howard Zinn, *A People's History of the United States* (New York: Harper Perennial, 2005)
Recommended Course Materials
Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Exam*. Revised Edition. New York: Amsco School Publications, 2006.

Supply List

Please acquire the following supplies as soon as possible:

Pencil or pen
Spiral notebook—8 1/2" x 11" size with pocket dividers to hold loose papers.



Each student is expected to provide certain materials to be kept in the classroom and used by the entire class. The materials you should bring depends upon your class period.

All Classes: 2-3 rolls of transparent tape (refillable type) or refill package of tape

Periods 2: ream of copy paper (color)

Period 3: ream of copy paper (color)

Grading Policy

Grades will be assigned based on a percentage basis:

Major Assignments = 60%: tests, DBQ, essays, & notebook

Minor Assignments = 40%: quizzes, homework, forum postings & daily assignments

FINAL EXAM: The semester final will be similar in format to the AP Test and will count 25% of the student's semester grade.

ERA TESTS: Students can expect 2-3 Unit tests each 6 weeks. Tests will consist of multiple choice questions similar to those seen on the AP exam.

QUIZZES: Students can expect 2-3 reading quizzes each unit. Quizzes will consist of approximately 10-20 questions over key vocabulary and must be completed in less than one class period. The format may vary from matching, short answer, or fill-in-the-blank.

ESSAYS: 1-2 major essays will be assigned each unit and will be similar to those seen on AP exams.

CLASSWORK: In class assignments will include both individual and group work assignments and will be arbitrarily collected for in-depth grading, will be spot checked for completeness, or will be part of the unit notebook grade.

NOTEBOOK: Your spiral notebook will be collected on the day of each Unit test and must be totally complete. It will be graded based on completeness, organization and content. Several specific assignments may be graded more thoroughly at this time, as well.

HOMEWORK: Homework assignments can be expected every night each week. Typical assignments include textbook readings with annotations or notes, study guide questions, article readings, process activities linked to classroom activities, research for activities and projects, preparation for class discussions, essays, and preparing for tests and quizzes. Students are always welcome to call or email me if they have questions about the assignment or need additional assistance. Homework averages about 5 hours per week, much less than the typical college expectation of 6-10 hours per week!

READING QUESTIONS: Each unit a list of study questions will be distributed. Students are to answer the questions, approximately one page each, and these questions will be collected the day of the test.

Absent Policy

The nature and format of this course makes it imperative that you be in class every day; therefore, attendance to all class periods unless excused is mandatory. Unexcused absences will not allow for make-up work. Some of the learning in your absence is virtually impossible to make up, but you can minimize the problem by acquiring notes, works, etc. from classmates.

ABSENCE: If a test is scheduled the day a student is absent, the test must be made up on the day the student returns (see teacher to set a time). All major assignments due the day of the absence should be dropped off or emailed to Mrs. Whipple or they will be late. Smaller assignments must be turned in upon return to class.

MAKE-UP WORK: Students who are absent should check the class website and the assignment board in the classroom to find out about assignments they missed. I WILL NOT REMIND YOU! Make-up work is the student's responsibility. Students have 2 days to make-up work, plus an additional day for each additional absence. Afterwards, the late policy goes into effect. Handouts from class are located in the labeled bin on the back table.

TURNING IN ABSENTEE WORK: To turn in absentee work, write ABSENT at the top of the page and place it in the assignment tray labeled "Late Work."

Cheating/Plagiarizing

Students cheating or plagiarizing will receive zero points for that assignment, test, quiz, etc. Allowing your paper to be copied or plagiarized by another student constitutes cheating and will be dealt with in the same way. Be careful of this when you are researching an assignment together with a partner! You bear the burden of proof when it comes to plagiarism.

Late Work Policy

GRADE:
One Day Late = 70% max.
Two Days Late = 60% max.
Three Days Late = 50% max.
After three days, no credit is awarded.

TURNING IN LATE WORK: Late work should be placed in the tray labeled "Late Work".



2008 APUSH Course Outline

1st Six Weeks											
8/25	Intro to Class	8/26	Intro to Class	8/27	Explore/Colonization	8/28	Explore/Colonization	8/29	Explore/Colonization	8/30	Explore/Colonization
9/1	Explore/Colonization	9/2	Explore/Colonization	9/3	Explore/Colonization	9/4	Explore/Colonization	9/5	Explore/Colonization	9/6	Explore/Colonization
9/8	Explore/Colonization	9/9	Explore/Colonization	9/10	Explore/Colonization	9/11	Explore/Colonization	9/12	Explore/Colonization	9/13	Explore/Colonization
9/15	Revolution	9/16	Revolution	9/17	Revolution	9/18	Revolution	9/19	Revolution	9/20	Revolution
9/22	Revolution	9/23	Revolution	9/24	Revolution	9/25	Revolution	9/26	Revolution	9/27	Revolution
9/29	Revolution	9/30	TEST (12 Days)	10/1	New Republic	10/2	New Republic	10/3	New Republic	10/4	New Republic
2nd Six Weeks											
10/6	New Republic	10/7	New Republic	10/8	New Republic	10/9	New Republic	10/10	New Republic	10/11	New Republic
10/13	New Republic	10/14	New Republic	10/15	New Republic	10/16	New Republic	10/17	TEST (11 Days)	10/18	Age of Jackson
10/20	Age of Jackson	10/21	Age of Jackson	10/22	Age of Jackson	10/23	Age of Jackson	10/24	Age of Jackson	10/25	Age of Jackson
10/27	Age of Jackson	10/28	Age of Jackson	10/29	Age of Jackson	10/30	Age of Jackson	10/31	Age of Jackson	11/1	Age of Jackson
11/3	Age of Jackson	11/4	Age of Jackson	11/5	TEST (12 Days)	11/6	Antebellum	11/7	Antebellum	11/8	Antebellum
11/10	Antebellum	11/11	Antebellum	11/12	Antebellum	11/13	Antebellum	11/14	Antebellum	11/15	Antebellum
3rd Six Weeks											
11/17	Antebellum	11/18	Antebellum	11/19	Antebellum	11/20	Antebellum	11/21	TEST (10 Days)	11/22	Antebellum
11/24	Civil War	11/25	Civil War	11/26	Civil War	11/27	Civil War	11/28	Civil War	11/29	Civil War
12/1	Civil War	12/2	Civil War	12/3	Civil War	12/4	Civil War	12/5	Civil War	12/6	Civil War
12/8	Civil War	12/9	Civil War	12/10	Civil War	12/11	TEST (10 Days)	12/12	Final Review	12/13	Final Review
12/15	FINALs	12/16	FINALs	12/17	FINALs	12/18	FINALs	12/19	FINALs	12/20	FINALs
4th Six Weeks											
1/5	Reconstruction	1/6	Reconstruction	1/7	Reconstruction	1/8	Reconstruction	1/9	Reconstruction	1/10	Reconstruction
1/12	Far West/New South	1/13	Far West/New South	1/14	Far West/New South	1/15	Far West/New South	1/16	TEST (8 Days)	1/17	Industrialization (Ch. 17)
1/19	Industrialization (Ch. 17)	1/20	Industrialization (Ch. 17)	1/21	Industrialization (Ch. 17)	1/22	Industrialization (Ch. 17)	1/23	Industrialization (Ch. 17)	1/24	Industrialization (Ch. 17)
1/26	Industrialization (Ch. 17)	1/27	Industrialization (Ch. 17)	1/28	Industrialization (Ch. 17)	1/29	Industrialization (Ch. 17)	1/30	Industrialization (Ch. 17)	1/31	Industrialization (Ch. 17)
2/2	Immigration (Ch. 18)	2/3	Immigration (Ch. 18)	2/4	TEST (10 Days)	2/5	Gilded Age (Ch. 29)	2/6	Gilded Age (Ch. 29)	2/7	Gilded Age (Ch. 29)
2/9	Progressive Era (Ch. 21)	2/10	Progressive Era (Ch. 21)	2/11	Progressive Era (Ch. 21)	2/12	Progressive Era (Ch. 21)	2/13	Progressive Era (Ch. 21)	2/14	Progressive Era (Ch. 21)
2/16	Progressive Era (Ch. 21)	2/17	Progressive Era (Ch. 21)	2/18	TEST (8 Days)	2/19	Imperialism (Ch. 30)	2/20	Imperialism (Ch. 30)	2/21	Imperialism (Ch. 30)
5th Six Weeks											
2/23	Imperialism (Ch. 30)	2/24	Imperialism (Ch. 30)	2/25	Imperialism (Ch. 30)	2/26	Imperialism (Ch. 30)	2/27	WWI (Ch. 22)	2/28	WWI (Ch. 22)
3/2	WWI (Ch. 22)	3/3	ELA TAKS	3/4	WWI (Ch. 22)	3/5	WWI (Ch. 22)	3/6	WWI (Ch. 22)	3/7	WWI (Ch. 22)
3/9	TEST (10 Days)	3/10	New Era (Ch. 23)	3/11	New Era (Ch. 23)	3/12	New Era (Ch. 23)	3/13	New Era (Ch. 23)	3/14	New Era (Ch. 23)
3/16	Spring Break	3/17	Spring Break	3/18	Spring Break	3/19	Spring Break	3/20	Spring Break	3/21	Spring Break
3/23	Depression (Ch. 24)	3/24	Depression (Ch. 24)	3/25	New Deal (Ch. 24)	3/26	New Deal (Ch. 24)	3/27	TEST (89 Days)	3/28	TEST (89 Days)
3/30	WWII (Ch. 25)	3/31	WWII (Ch. 25)	4/1	WWII (Ch. 25)	4/2	WWII (Ch. 25)	4/3	Cold War (Ch. 26)	4/4	Cold War (Ch. 26)
4/6	Cold War (Ch. 26)	4/7	Cold War (Ch. 26)	4/8	Cold War (Ch. 26)	4/9	Cold War (Ch. 26)	4/10	Cold War (Ch. 26)	4/11	Cold War (Ch. 26)
4/13	1950s (Ch. 27)	4/14	1950s (Ch. 27)	4/15	TEST (11)	4/16	1960s (Ch. 28)	4/17	1960s (Ch. 28)	4/18	1960s (Ch. 28)
6th Six Weeks											
4/20	1960s (Ch. 28)	4/21	1960s (Ch. 28)	4/22	1960s (Ch. 28)	4/23	1960s (Ch. 28)	4/24	TEST (9 Days)	4/25	TEST (9 Days)
4/27	1960s	4/28	TAKS - XXXX	4/29	TAKS - 1970s	4/30	TAKS - XXXX	5/1	TAKS - 1970s	5/2	TAKS - 1970s
5/4	1970s	5/5	1970s	5/6	1980s	5/7	1980s	5/8	AP TEST	5/9	AP TEST
5/11	CELEBRATION	5/12	Project 1	5/13	Project 1	5/14	Project 1	5/15	Project 1	5/16	Project 1
5/18	Project 1	5/19	Project 2	5/20	Project 2	5/21	Project 2	5/22	Project 2	5/23	Project 2
5/25	Project 2	5/26	Project 2	5/27	Project Presentations	5/28	Project Presentations	5/29	FINALs	5/30	FINALs
6/1	FINALs	6/2	FINALs	6/3	FINALs	6/4	FINALs	6/5	FINALs	6/6	FINALs

Advanced Placement U.S. History

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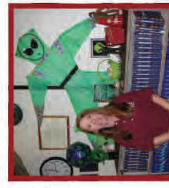
SEPTEMBER 15, 2008

AP Parent Group

Interested in being part of a parent group for AP students? Possibilities include a support group using an online forum or yahoo group or possibly a booster club to support activities related to AP success. Email me if this is you would like to participate.

Inside this issue:

- 1 First Test
- 1 Test Corrections
- 1 Emailing Student
- 2 Whipple's World Web-Technology?
- 2 Why Use Instructional Technology?
- 2 AMSCO Textbook
- 3 Multiple Choice Test-Taking Tips
- 3 Educated Guessing on Multiple Choice Tests
- 4 How and Why to Annotate a Book



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First Test is Behind Us in APUSH

Students took their first test last Thursday. Results show that lots of practice in AP-style multiple-choice questions are needed before the big event in May. Questions at the AP level are different than those previously encountered by students in that there are more choice (five instead of four answers) and the questions assume you know the basic factual information and then ask you to analyze that information. This later skill is something we will work on developing in the coming months.

The chart below highlights the importance of multiple-choice test-taking performance on the AP exam score is based on their performance on the multiple-choice portion. They will

50% OF A STUDENT'S AP EXAM SCORE IS BASED ON THEIR PERFORMANCE ON THE MULTIPLE CHOICE PORTION. THEY WILL

This table gives the probabilities that a student would receive a particular grade on the 2001 AP United States History Exam given that student's score on the multiple-choice section.

Multiple-Choice Score	AP Grade					Total
	1	2	3	4	5	
57 to 80	0.0%	0.0%	0.5%	29.8%	69.7%	6.8%
45 to 56	0.0%	0.0%	0.7%	24.2%	62.2%	19.0%
34 to 44	0.0%	2.8%	59.8%	17.1%	0.3%	26.5%
15 to 33	7.1%	80.8%	11.8%	0.4%	0.0%	36.6%
0 to 14	80.6%	0.4%	0.0%	0.0%	0.0%	11.2%
Total	11.6%	37.5%	25.6%	18.8%	8.5%	100.0%

Test Corrections are Available

Students are allowed to complete test corrections after each test. These corrections must be completed before school, after school, or during A-Lunch. Half credit is awarded for each question corrected; therefore, it is very important for grade purposes that these corrections are attempted since scores on AP level exams are often lower than expected. I offer test corrections instead of curving exam scores so that students will have the opportunity to review questions they missed in order to master the concepts for the AP exam in



Emailing Grades Currently Unavailable

With the introduction of the new Gradespeed program, parents will soon be able to access their child's grades online (starting in January.) However, at the present time, the feature that allows teachers to email gradesheets home is not func-

APUSH Unit 1 Calendar—Exploration and Colonization



Monday	Tuesday	Wednesday	Thursday	Friday
8/25 Intro to Class PAI 2 Defining American Ideals Homework PAI 2 Reading Chart	8/26 PAI 2 Defining American Ideals LecturePoint: European Exploration (23:00) PAI 2 Reading Chart Due Ch. 1 7-13 + 7's	8/27 Discovering Columbus Lecture: Christopher Columbus LecturePoint: New England Colonies (9:17) Homework Discovering Columbus Project Ch. 1 7-13	8/28 PC-Jamestown Faced Hardships Lecture: Jamestown CL-The Settlement of the Virginia Company Homework Read "Puritan Thought" + questions Ch. 2 32-35 + 2's	8/29 PC-Puritan Dissidents Left England Lecture: Plymouth Colony CL-Puritanism and the Work Ethic AMSCO Ch. 1 Due Ch. 2 23-32
<div style="background-color: red; color: white; text-align: center; padding: 20px; font-size: 2em; font-weight: bold;">NO SCHOOL</div>	9/2 Colonization Quiz 1 HA-Understanding the Differing Colonial Societies LecturePoint: Middle Colonies & Lower South (9:46) Forum Posting-Zinn "Drawing the Color Line" Ch. 3 42-48	9/3 PC-Some American Colonists Escaped HA-Understanding the Differing Colonial Societies Lecture: The 15 Colonies Homework Colonial Advertisement Project Ch. 3 48-53	9/4 PC-Tobacco Became Gold in the South CL-17th c. Colonial Commerce LecturePoint: Colonial Society (24:20) AMSCO Ch. 2 Due	9/5 CL-The Character of Colonial Slavery Lecture: Colonial Slavery Colonial Ad Due Homework Read "Wonders of the Invisible World" + questions
	9/8 CL-Witchcraft in Salem Village Video-Salem Witchcraft (30:34) Discovering Columbus Project Due	9/9 Colonization Quiz 2 Contrasting Views of Bacon's Rebellion AMSCO Ch. 3 Due Homework Read DBQ Colonial Society Documents + Graphic Organizer	9/10 DBQ Workshop-Differing Views of Colonial Society Forum Postings Due	9/11 <div style="background-color: red; color: white; text-align: center; padding: 10px; font-weight: bold;">Test & Notebook Check</div>

7 Simple Secrets: What the BEST Teachers Know and DO

Source: Breaux, A. & Whitaker, T. (2006)

If you want to have a great lesson, you need to plan a great lesson.

- over-plan the subsequent activities and make them increasingly challenging
- plan in short segments that reflect the Phases of Instruction
- be responsive to students' ability to stay focused
- be flexible and responsive to the day's events
- have clear goals for every lesson
- promote activity (60/40 rule; students talk 60% of the time and the teacher talks 40% of the time)
- be proactive about discipline; anticipate typical problems and plan to avoid them

See yourself as an effective teacher.

- maintain an organized room
- present lessons with enthusiasm
- promote discussion
- set and maintain routines & procedures
- use consistent consequences
- avoid interrupting the learning to maintain control
- be proactive
- plan thoroughly and clearly
- tell students what they will learn & why
- monitor actively; move around the room
- use worksheets & text books sparingly
- be consistent in how you address behavior infractions
- handle situations calmly; don't show frustration
- differentiate as needed
- use lots of positive reinforcement
- smile
- establish routines that save learning time
- diminish rules (3-5 maximum) and have plenty of time-saving procedures
- teach and expect learning every minute of the day (bell to bell; holiday to holiday)
- be clear about your bottom line(s)
(e.g., "It's never ok to interrupt our learning" or "It's never going to be acceptable to make fun of some-

one")

- it is never acceptable for you to yell and scream; be firm and clear but always calm
- the more out of control the student is, the more in control you must become

Teach for real life.

- relate the skills you are teaching to students' current lives
- plan for intentional, active student involvement
- believe that every student can succeed
- project your belief that every student can succeed
- teach enthusiastically
- project a love for everything you teach
- assess what you've taught
- plan tasks and assessments with a level of support that will guarantee every student's success
- move lessons along briskly
- model and provide practice; scaffold and gradually release responsibility for learning

Control your attitude.

- be positive
- avoid gossip, especially in the staff room
- expect positive attitudes from your students; support them in getting it right
- treat every piece of students' work as a very important piece of evidence of their learning; mark all students' work (no "trading papers")
- act responsibly; respond to things that are not right
- don't buy into negativity from a co-worker; walk away
- maintain positive contact with parents
- act in recognition that parents are doing their best, care deeply about their children, and want to trust their care to you; show that you deserve that trust!
- be a faculty model for a positive attitude

Project your professionalism.

- dress professionally
- be cordial to everyone
- differentiate between chitchat and gossip
- maintain the dignity and privacy of your students
- look for solutions
- never see yourself as a victim
- maintain self-control
- think...then act

- be cool and calm
- continue to grow professionally
- maintain your professional dignity
- believe that you must do your best, not be the best
- make sure your decisions benefit your students
- focus on your students' needs
- keep assessment authentic
- know your students
- see yourself as one of many in the school providing service to your students
- take an "across the curriculum" approach to all skills; all teachers are responsible for all subjects

Discipline effectively.

- be aware of (if/ when) your students may be "pushing your buttons"
- appear calm
- be consistent
- have a discipline plan; use it!
- manage your stress
 - use your psychology knowledge to manage your classroom; know what your students will respond to & use it
 - choose the better (not the bitter) path
 - treat students with dignity
 - hold students accountable
 - act, don't react
 - look for what is causing misbehaviour
 - talk to students about their wants and needs
 - control yourself!
 - find the good in every child; if they feel good, they are less likely to misbehave

Motivate and inspire your students.

- create contagious excitement
- keep your personal problems and concerns out of the school; maintain professional boundaries
- make every student feel special
- show personal interest in every student
- know students' backgrounds, both personal and academic; maintain your focus on having and using such knowledge solely for the purpose of the improvement of instruction
- give lots of specific and genuine praise
- teach students that "fair" is not necessarily "equal"; believe it yourself!
- work on motivating unmotivated students
- don't give up on any student, any time, anywhere, ever!