

AP World History

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COURSE DESCRIPTION:

AP World History covers 10,000 years of world history, looking primarily at the last 1,000 years. Rather than being focused solely on Western/European Civilization, the course approaches the study of history from a truly global perspective, paying close attention to the ways in which all of the world's major societies and cultures have interacted across time and influenced the development of global processes and systems.

This course provides students with the opportunity to prepare for the May AP World History exam and develop skills for entrance into upper division AP history courses at CHS, challenging students to stretch toward reaching their individual potential. All in all, the course elements work together to provide students a springboard from which to do this, preparing them for the rigor of future educational experiences at CHS and beyond.

Due to the sheer breadth of the history in this course, we will attempt to connect events, people, and concepts we study and interpret to a broader thematic framework. The College Board, the developer of the AP curriculum, has identified six AP World History Themes to help students organize their thinking and make relevant connections across the 10,000 years of history we will cover:

- The relationship of change and continuity from 8,000 BCE to the present
- Impact of interaction among and within major societies
- Impact of technology, economics, and demography on people and the environment
- Systems of social structure and gender structure
- Cultural, religious, and intellectual developments
- Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state

COURSE OBJECTIVES:

The AP World History course addresses "Habits of Mind" or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed specifically by a world history course. For the purpose of simplifying, these two lists have been blended together in this course. My goal as a teacher is to provide meaningful instruction, activities, and projects that challenge students to develop these skills and move toward these goals and objectives:

- Use evidence to construct and evaluate plausible arguments.
- Analyze point of view, context, and bias to interpret primary source documents.
- Assess issues of change and continuity over time.
- Understand diversity of interpretation arises from frame of reference, context, and bias.
- Connect global patterns over time and space to local developments: move from the global to the particular.
- Compare reactions to global issues within and among societies.
- Develop the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

Besides the Advanced Placement test in May, students will be given a variety of opportunities and options to practice and demonstrate their knowledge, growth, and mastery of these objectives. Foremost in helping students meet these goals will be a wide array of classroom activities and assessments suited for multiple learning styles. Students will participate in both teacher and student led discussions, work cooperatively with their peers, write analytically to interpret history, and engage in simulations and historical role plays, among

other activities. Along the way students will be assessed formatively and through incremental summative assessments, receiving feedback on weekly quizzes, unit review exams, not to mention oral and written feedback on their writing and general progress.

COURSE MATERIALS & RESOURCES:

In order for colleges to agree to award credit for AP scores earned through a course of study while in high school, the College Board has outlined a challenging curriculum and provided for a rigorous assessment to meet the expectations of these institutions. That being the case, the content and materials are mature, reflecting the diversity of culture and historical perspective of the people and events that make up our world history. Please, if you find yourself struggling, look at it as an opportunity to grow and learn and come see me early on so we can figure out a corrective course of action.

Students will use a variety of resources and learning materials to build their knowledge of world history and literature and their ability to interpret and use historical documents, maps, graphs, statistical tables, pictures, etc. The following is a list of major/minor anchor texts, novels, media, and readings. Please feel free to review the media and email or call with any questions or comments you have.

Achebe, Chinua. Things Falls Apart

Bentley, Jerry and Zeigler, Herbert. Traditions and Encounters: A Global Perspective on the Past (2e), 2003.

CNN Video: *Millennium* vol. 1-5

The Idea of Civilization in the World Historical Perspective. Excerpt from Peter N. Stearns, Michael Adas, and Stuart B. Schwartz, World Civilizations: The Global Experience, 2nd ed. (New York: Harper Collins 1996), vol. 1, pp. 6-7

Frazier, Ian. *Invaders!*

OPB/Anneberg Video: *Bridging World History*, selected episodes.

PBS Video: *Guns, Germs, and Steel*, episode 1-3, Jared Diamond

Princeton Review. *Cracking the AP World History Exam* (Most recent version if at all possible)

Quinn, Daniel. Ishmael

Shaeffer, Lydia. *Southernization*

Weisner, Merry E. Discovering the Global Past: A Look at the Evidence Vol. 1-2, 2006.

SUPPLEMENTAL COURSE MATERIALS & RESOURCES:

Students will need to supply the following materials for this class.

- Without a doubt, this is the single best resource for helping students review the content of AP World History: *Princeton Review. Cracking the AP World History Exam*
- 1 spiral-bound, 2 or more subject, 8 ½ x 11, college ruled notebook for in class notes or activities. It must be dedicated to this class.
- 1 package of colored makers
- 3.5" diskette or storage device (USB flash drive); please label with name. *This is optional, but certainly handy.*
- A student email account to enroll and participate in Turnitin.com and the class blog/forum.

HOMEWORK POLICY:

Homework is a tool in the teaching and learning process when it has purpose and meaning as an extension of the learning in the classroom. In my classroom, work may be assigned to be completed outside of the normal school day for a number of reasons:

- *Absence:* to make up work missed during an excused absence
- *Completion:* to finish work not completed at school for which time has been given to do so in class
- *Extension:* to provide students with opportunities to transfer specific skills or concepts to new situations
- *Practice:* to help students master specific skills which have been presented in class
- *Preparation:* to help students prepare for the next step in a unit or study for a quiz or test

In sum, studying at home enhances student achievement, helping to develop self-discipline and good work/study habits. Students in my classes should expect approximately 30-60 minutes of homework for every hour of time spent in class. Actual time spent on homework obviously varies greatly based on the individual and the degree to which they choose to maximize any given learning opportunity.

SUBMITTING / DOING COURSE WORK:

Written Work:

- Outside written work, unless otherwise noted, must be typed double-spaced on 8½" x 11" paper with 1" margins. 12-point Times/Arial or another standard font is acceptable. Identifying information must be included on a cover page OR in the upper margin, unless otherwise noted (name, date, subject/period, assignment title, etc.).
- In-class written work must be hand written on 8½" x 11" college ruled paper in black or dark blue ink. Identifying information must be included on the first page in the upper margin (name, date, subject/period, assignment title, etc).
- Students may re-write any extended take home writing for a revised grade. Revised work will only be accepted if the original copy is attached to the final copy. Additionally, a brief summary of revisions must also be submitted with the revised work.
- Many of the written assignments for this course will be submitted via turnitin.com. Students will need to have a valid email address to use this function. Files may be submitted in a variety of formats. If this is problematic for any reason, please meet with me early in the year to see about possible alternate arrangements or modifications to this process.

Readings:

- Students will be assigned a variety of readings each week from our class text, document readers, and supplemental articles handed out in class. In order for us to make good use of our class time together, students will obviously need to complete these and related assignments prior to their due dates. It is essential that students keep up with the weekly reading. *See the reading calendar at the end of this document for a listing of major exams and weekly readings.*

GRADING POLICY:

A student's letter grade in a course is just one of the ways progress and learning in a subject is measured. Progress report and semester grades will reflect work done up to that point in the grading cycle. In accordance with the school's grading policy, letter grades will be awarded using the standard grading scale in the CHS Student Handbook.

Grades are based on work done in four weighted categories:

- **Homework and Projects:** This category accounts for *40 percent* of the student's grade in the course. Any assignment covering multiple days or one assigned for completion out of class falls into this category. The bulk of homework assignments will come from weekly readings and related assignments including extended, take home writing tasks assigned for completion outside of class.
- **Daily Class Work:** Totalling *30 percent* of the course grade, this category covers student participation in and completion of class activities and assignments. This could include participation in teacher led discussions, student led inner/outer seminars, forum/blog posts completed in school or out, cooperative learning activities, simulations, review projects, or any other work assigned in class and completed that day or over the course of several days.
- **Quizzes:** Students are expected to demonstrate accountability in weekly reading assignments, the acquisition of relevant factual data, and development and mastery of AP Habits of Mind presented in class and practiced at home. Students will be tested and quizzed in various formats to achieve this goal, but the main modes will be multiple choice, matching, short answer, and timed writings. This category is *20 percent* of the student's grade.
- **Unit Tests:** Review is an essential component of success in this course. To help encourage students to do so, *10 percent* of their grade will be based on unit review tests given at the completion of both major and mini units of study.

To provide additional incentive for students in preparing for the AP World History exam, beyond the possibility of earning future college credit, students may earn the privilege of having all or part of their course grade changed based on their AP exam results. For those earning a 5 on the exam, the top score, they are eligible to receive up to a one letter grade bump for both semesters, or two letter grades in a single semester. Students receiving a 4 on the exam are eligible to bump up their grade by one letter for one semester only, or they may split the difference between two semesters. Those earning a 3 on the exam may choose to bump up their grade by a half letter (from a B to a B+) for one semester only. *To be eligible for the grade bump, students must have turned in all regular course work throughout the year or in the semester for which they would like to bump their grade.*

To help improve communication with home and empower students to be responsible for their academic progress, students and parents will have access to grades and class information online through the Skyward Family Access grading system. Passwords and individual logons, if not already held, will be established and communicated in the first few weeks of school.

LATE WORK / ATTENDANCE POLICY:

Unexcused late work is not acceptable. While I encourage and expect every student to complete each assignment and/or project to the best of their ability, partial credit will be awarded, at my discretion, for incomplete work submitted on time, but not for work turned in late without prior arrangements having been made.

Most of the quizzes for this class will be given on Friday. Missed quizzes given on a Friday must be made up by the following Wednesday to receive credit. While this may be difficult for some students to adhere to, doing so allows us to review old quizzes in class as part of our ongoing assessment and review process. Students may make up quizzes before school, at A lunch, or after school during the daily conference period from 2:10 – 2:40. Arrangements for make up quizzes should be made ahead of time to ensure coordination of schedules.

As always, late work issues not specifically covered in this policy will arise due to family emergencies, extenuating circumstances, etc. Students should see me with any individual concerns they may have, preferably prior to due dates. Please make every effort to minimize unnecessary absences. It is impossible to replace the learning situations and whole class activities students miss while out of the classroom. For specifics on the CHS attendance policy we adhere to, consult the student handbook. *Please note the following: Generally speaking, for each day of excused absence one day is given to complete or make up work.*

ACADEMIC HONESTY POLICY:

Plagiarism occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author or source for ideas incorporated into a paper to handing in a paper or assignment copied completely or partially from the Internet, a book, or another person's work. To be clear, collaboration is encouraged and desired in this course, but this should never be substituted for a student doing and submitting their original work on any given assignment. A student is guilty of plagiarism when he or she presents another person's intellectual property, consciously or not, as his or her own. *For the purpose of this class, this would also include the academically dishonest practice of cheating on a test or stealing another person's answers or work.*

Based on guidelines adopted by CHS, students caught plagiarizing or being academically dishonest will receive a double zero/"0" for that assignment and a failing grade in the course until the assignment has been made up or original worked has been submitted. Additionally, students will be referred to CHS administration for disciplinary action. Depending on the degree, severity, and nature of the offense, an opportunity may be presented to the student by the instructor to earn back some but never all of the lost credit. We will spend a good deal of time in class addressing the issue through activities and discussion meant to clarify the nuances of the subject, but ultimately the responsibility lies with the student. They should protect themselves by erring on the side of caution and discussing questions they might have on the topic or specific instances with the teacher.

A major tool available to help instructors promote academic integrity is the use of Turnitin.com. Students should expect to be asked to use this tool regularly throughout the year, not just to prevent plagiarism, but for peer reviews of writing and by the teacher for online grading of essays and assignments.

MAJOR UNITS OF STUDY:

UNIT 1: 8000 BCE - 600 CE *Foundations* (4 weeks)

Of all the time periods covered in the AP World History curriculum, Foundations spans the largest number of years. It begins with an important marker event—the Neolithic/Agricultural Revolution/Transition—and ends after the fall of three major classical civilizations: Rome in the Mediterranean region, Han China, and the Gupta Empire of India. Broad topics addressed in the Foundations time period include the following:

- In making sense of world history, using the concept of periodization to define chronological units of study and analysis can be a useful tool in world history, but one that isn't without its own issues and problems, depending on whose point of view informs the creation of the periods.
- As man spread across the globe and experimented with basic agricultural and pastoral techniques, the effect he had on the environment and it on him was marked, as the sheer breadth of this unit aptly shows.
- The transformation from hunting/gathering and foraging societies to sedentary, agricultural societies led to the rise of specialized labor which, in turn, gave birth to basic early technologies such as pottery, textiles, and metallurgy.
- While each of the civilizations that arose in Mesopotamia, Egypt, Indus Valley, Shang China, and Meso/South America had distinctive and defining cultural features, they also shared many commonalities that suggest broad cultural patterns and processes at work on an universal level.
- The fall of the classical civilizations at the end of this unit in Han China, India (Gupta Empire), and Mediterranean civilizations (Greece and Rome) suggests not just common patterns for the rise of civilizations, but for their decline as well.
- Among the most salient and influential features of civilization in this unit is the development of major belief systems, including polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, and Christianity.

UNIT 2: 600 - 1450 (10 weeks)

With the fall of the three major classical civilizations at the end of the previous unit (Rome, Han China, Gupta India), the stage was set for new trends that defined these years as a separate period with different migrations and conquests and more developed trade patterns than before. Some major events and developments that characterized this era included the following:

- Older belief systems, such as Christianity, Hinduism, Confucianism, and Buddhism, came to become more important than political organizations in defining many areas of the world. Large religions covered huge areas of land, even though localized smaller religions remained in place.
- Two nomadic groups—the Bedouins and the Mongols—had a huge impact on the course of history during this era, not to mention the influence of others such as the Vikings.
- Islam began and rapidly spread throughout the Middle East, Northern Africa, Europe, and Southeast Asia, forever transforming the societies it came into contact with.
- Whereas Europe was not a major civilization area before 600 CE, by 1450 it was transformed economically, socially, and politically, and some of its kingdoms were beginning to assert world power.
- Major empires developed in both South America (the Inca) and Mesoamerica (the Maya and Aztec.)
- China grew to have cultural and political hegemony over many other areas of Asia as it reunified and experienced a commercial revolution that helped it become one of the largest and most prosperous empires of the time.
- Long distance trade continued to develop along previous routes, but the amount and complexity of trade and contact increased significantly.

UNIT 3: 1450 - 1750 (7 weeks)

This era includes only 300 years, but some profound and long-lasting changes occurred. During this period the two hemispheres were linked for the first time in world history and long-distance trade became truly global. Characteristics and topics of the time period include the following:

- The globe was encompassed for the first time linking the western and eastern hemisphere and leading to the creation of interregional trade networks and a quickened pace of diffusion.
- Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- Sea-based trade rose in proportion to land-based trade, and with this trend the relative power of nomadic groups declined.
- Europe restructured itself economically, socially, and politically throughout this period, aligning itself with Christianity, leading eventually to the permanent split of the faith into an Eastern and Western half.
- The growth of the nation state as a political entity and the development of a truly global trade network required the use of new labor systems and the transformation of old ones.

UNIT 4: 1750 - 1914 (5 weeks)

New ways of thinking continued to develop and unfold in this era as profound social and political change spurred revolution and the development of industrialized economic might. Very important characteristics and topics that distinguish 1750-1914 from previous eras in world history include the following:

- Patterns of world trade and technology changed as the Industrial Revolution revolutionized communications and commerce.
- Huge numbers of people migrated to the Americas from Europe and Asia, so that population in the western hemisphere grew dramatically, leading eventually to the end of the slave trade and forced migrations from Africa to the New World.
- Industrialization had a huge impact on the environment, as demands for new fuels came about and cities dominated the landscape in industrialized countries. Less industrialized countries often supplied the demand for raw materials, altering natural landscapes further.
- Serf and slave systems became less common, but the gap between the rich and poor grew in industrialized countries. New social and gender roles emerged for both men, women, and children as a result of industrialization. In some cases this manifested itself as an improvement, in other cases it did not.
- Revolutions and independence movements transformed the political and social landscape of many parts of the world as direct result of 17th and 18th century Enlightenment philosophies taking hold, all leading to a developing sense of nationalism.
- The definition of "west" expanded to include the United States and Australia, and western dominance reached not only economic and political areas, but extended to social, cultural, and artistic realms as well.

UNIT 5: 1914 - Present (8 weeks)

War and conflict defined this period as fragile alliances unraveled, giving way to independence movements across the world in the colonial holdings of former industrial powerhouses, moving the world toward a new global culture. Major characteristics and topics that distinguish the time period 1914 - present include the following:

- The 20th century was marked by conflict and diplomacy, witnessing two world wars, and eventually a change in the nature of warfare with the Cold War between the United States and the Soviet Union, leading to the proliferation of international organizations to address the changing balance of power in the world.
- Nationalism continued to shape interactions among nations as large empires broke into smaller ethnic based countries, with widespread decolonization after World War II both reflected and promoted via nationalism in former colonies.
- Global Depression affected some countries more than others, but it had a profound economic impact on both industrialized and non-industrialized areas as well as on world trade. New technologies promoted

economic development in Pacific Rim countries and contributed to the emerging importance of multinational corporations.

- Revolutions shook Russia, China, and many Latin American countries, leading to experimentation with different versions of communism, socialism, and capitalism, with some turning to authoritarian methods and others to democracy.
- Social reform and revolution led to changes in gender roles, family structures, the rise of feminism, peasant protest, and international Marxism.
- Massive movements of people to industrialized countries continued to shape the world while the environment was altered by continued urbanization and deforestation as significant green/environmental movements emerged to resist the changes.

UNIT 6: AP WORLD HISTORY EXAM REVIEW (2 weeks)

Review for the AP World History exam is actually a year-long process, but the most intense period of review occurs in the last two weeks prior to the exam. In this period, students are given a chance to work cooperatively and/or individually through several different review activities, including creating and filling out various graphic organizers meant to condense and organize the content of AP World. Participation in a “mock” AP exam is one of the culminating performances in the review process. Review takes places during the school day and in after school/evening review sessions.

UNIT 7: POST EXAM (4 weeks)

The time after the AP World History exam is used as a capstone portion of the course to cement key ideas and concepts, helping students make connections to the world they live in and the history they’re a part of.

BASIC STANDARDS & POLICIES:

In order for us to have a successful year, classroom members need to strive to adhere to the following standards and policies:

BE PROMPT

- When the bell rings be inside the classroom (*class tardy/attendance policy is outlined in the CHS Student Handbook*)

BE PREPARED

- Come to class well-rested and ready to learn with your classroom materials, supplies, and homework.

BE POLITE

- Respect everyone’s personal rights, property, and opinion

BE ATTENTIVE

- Practice active listening skills when the teacher, visitors, or other students are addressing the class.
- If you have a question or would like to contribute to the discussion, please raise your hand

BE COOPERATIVE

- Cooperate with your teachers and classmates

BE RESPONSIBLE

- Ask for help when you need it
- Keep track of your books and assignments
- Turn your work in on time
- Do your part in cooperative learning projects
- Challenge yourself to grow
- Accept responsibility for your grades and actions

TIPS FOR SUCCESS:

A student’s introduction to AP can be a harrowing event without an informed awareness of the course. Indeed, it is a challenging and demanding experience that has the potential to become unmanageable quickly without lots of encouragement and the proper support structure. For sure, there will be growing pains for all involved. That being the case, I highly encourage parents, guardians, students, and peers to work together as a team towards achieving success.

The following is a list of suggestions for doing so:

- Set aside a regular time and a quiet place at home to study and do homework.
- Form study groups with your peers that meet frequently and regularly.
- Set goals and deadlines for work to be completed and reward yourself when you're done
- Build a daily habit of reading, writing, and completing homework
- Take small steps on large projects ... don't procrastinate
- Contact your teacher via e-mail for clarification of assignments, projects, or progress
- Access the class web page, blog, and forum at www.mistergweb.com for updates on class happenings.
- Track your grade regularly by visiting the district's online grade book: <https://www2.swrdc.wa-k12.net/scripts/cgiip.exe/WService=wcamass71/fwemnu01.w>
- Use the text web site www.mhhe.com/bentley2 to review material, quiz yourself, look at chapter outlines, etc.
- Pick up a copy of the Princeton Review's Cracking the AP World History Exam today! It's a lively, straightforward winner that will help you prepare for the exam.
- Find a reasonable balance between the academic, social, and extracurricular; don't focus solely on one at the expense of the others.
- Relax and take a break from studying every once in a while ... go play.

CLOSING THOUGHTS:

In sum, for most of the students in this course, this will be their first experience with an AP class, thus their introduction to a rigorous and rewarding learning opportunity with the potential to earn future college credit. That being the case, many students experience a "culture shock" to AP, with perhaps some initially earning grades lower than what they might have experienced in previous academic settings. To be clear, this AP course is designed to stretch students in ways similar or equivalent to what an entry level college history course would do. For some students (and parents), this transition can be "eye opening", so know what you're getting into and be prepared to reach out to me for help if you need it.

If you have any questions regarding this syllabus, assignments, materials, or your progress, please feel free to contact me at school via phone or preferably e-mail. I am looking forward to working with you this year to create a positive and successful learning experience.

Good luck!

AP World History Reading Calendar

Please note, all readings listed are from the Bentley & Zeigler Traditions and Encounters text. Supplemental readings and assignments from our document reader, including written primary source documents, pictures, graphs, maps, and tables, will be assigned in class on a regular basis from the Weisner text.

Week	Chapter(s)	Event / Assessments
June - August	<i>Cracking the AP Exam</i> Chapter 1	Summer Assignment
4-7 September	Course Orientation	
10-14 September	Unit 1 Foundations	
17-21 September	Unit 1 Foundations	
24-28 September	Unit 1 Foundations	
1-5 October	13	Unit 1 Review Exam
8-12 October	14	State In-service Day
15-19 October	15	
22-26 October	16	
29 October – 3 November	17	
5-9 November	18	Veterans' Day
12-16 November	19	
19-20 November	20	Thanksgiving Break
26-30 November	21	
3-7 December	22	
10-14 December	23	Unit 1-2 Review Exam
17-19 December	24	
20 December – 1 January		Winter Break
2-4 January	25-26	
7-11 January	27	
14-18 January	28	MLK Bday
21-25 January	29	Semester 1 Finals
28 January – 1 February	30	Unit 1-3 Review Exam
4-8 February	31	
11-15 February	32-33	Friday-Monday President's Break
18-22 February	33-34	
25-29 February	34	
3-7 March	35	Unit 1-4 Review Exam
10-14 March	36	WASL / State In-service Day
17-21 March	36-37	WASL (M)
24-28 March	37	
29 March – 6 April		Spring Break
7-11 April	38	
14-18 April	38	WASL
21-25 April	39	
28 April – 2 May	40	
5-9 May	Review	Mock AP World Exam
12-16 May	Review / AP World History Exam	AP Exam: Thursday, May 15
19-23 May	Ishmael	
26-20 May	Ishmael	
2-6 June	Ishmael / Career Unit	Senior Board Late Starts
9-13 June	Career Unit	Semester 2 Finals
16-18 June		End of School

WHAP Participation Rubric

Several times per semester you will help to evaluate your class participation. This assessment will be part of your course grade. To be clear, "A" level participation requires excellence and mastery in each of the categories. Achieving this level of participation is hard work, but it is doable.

Circle individual bullet point descriptions that are "true" about your work in each category then give yourself an overall letter grade (A-F) for participation. Your ability to follow these directions, by the way, is part of this assessment.

1st 6 Wks / 2nd 6 Wks / 3rd 6 Wks (Circle One) Name: _____

Overall Letter Grade: _____ **Comments:** _____

CATEGORY	Excellent / "A"	Good / "B"	Satisfactory / "C"	Poor / "D-F"
Assignment Content	<ul style="list-style-type: none"> Maintains consistent focus on assignments. All parts completed Abundant and relevant use of supporting details in responses/work. High level of analysis with mature interpretation of the content demonstrated. Assignments reflect extra attention to detail, guidelines, and overall assignment specs. Clear and compelling evidence of learning and demonstration of AP Habits of Mind. 	<ul style="list-style-type: none"> Maintains good focus on assignments. All parts completed Good amount of and relevant supporting details in responses/work. Good level of analysis of the content, though a few interpretive gaps may exist. Assignments reflect good attention to detail, guidelines, and overall assignment specs. Good evidence of learning and demonstration of AP Habits of Mind. 	<ul style="list-style-type: none"> Demonstrates a developing and/or inconsistent focus on assignments. Most parts typically completed Supporting details included, but some extraneous or loosely related support in responses/work noted. Developing level of analysis of the content; many interpretive gaps noted. Assignments reflect some attention to detail, guidelines, and overall assignment specs. Some evidence of learning and demonstration of AP Habits of Mind. 	<ul style="list-style-type: none"> Demonstrates little or no focus on assignments All or most parts NOT completed Few if any supporting details included; those present may be irrelevant or interfere with the meaning in the responses/work. Little if any analysis of the content demonstrated. Superficial observations demonstrating little or no critical though process in responses/work. Assignments reflect virtually no attention to detail, guidelines, and overall assignment specs. Little if any evidence of learning and demonstration of AP Habits of Mind. Schedule a conference with me.
Class Activities	<ul style="list-style-type: none"> Dutifully records detailed notes on activities/lectures. Actively participates in classroom discussions. Thoughtfully attends to visual media presented in class. Frequently uses conference and rewrite opportunities. Always follows directions. Is a highly positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. 	<ul style="list-style-type: none"> Records good notes on activities/lectures. Often participates in classroom discussions. Attends to visual media presented in class. Often uses conference and rewrite opportunities. Typically follows directions. Is a positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. 	<ul style="list-style-type: none"> Typically makes an attempt to take note on activities/lectures. Sometimes participates in classroom discussions, but usually only if called on. Usually attends to visual media presented in class. Rarely uses conference and rewrite opportunities. Often follows directions. Is mostly a positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. 	<ul style="list-style-type: none"> Seldom if ever records notes on activities/lectures. Rarely if ever participates in classroom discussions unless called on. Fails to attend to visual media presented in class: sleeping, talking, doing homework, etc. Does not use conference and rewrite opportunities Rarely follows directions. Is not a positive, supportive member of the classroom community during presentations and group activities: fails to listen, applaud, be respectful, etc. Schedule a conference with me.
Overall Class Effort	<ul style="list-style-type: none"> Student consistently goes above and beyond basic assignment expectations. Demonstrates consistent desire to reach individual potential, as evidenced through work Excellent use of class time provided to complete work. Excellent, positive attitude No redirection by teacher required; student manages independently. 	<ul style="list-style-type: none"> Student typically meets the minimum requirements for the assignment; in some cases they perhaps go beyond basic requirements. Demonstrates good desire to reach individual potential, as evidenced through work Good use of class time provided to complete work. Good, positive attitude Typically no redirection required by teacher. 	<ul style="list-style-type: none"> Student usually meets the bare minimum requirements for the assignment; rarely if ever do they go beyond basic requirements. Demonstrates haphazard desire to reach individual potential, as evidenced through work Mostly satisfactory use of class time given to complete work, though room for improvement noted. Satisfactory attitude Frequent redirection required by teacher. 	<ul style="list-style-type: none"> Student largely fails to meet most or all of the assignment requirements. Rarely demonstrates earnest desire to reach individual potential, as evidenced through work Poor use of class time provided to complete work; more focus needed. Poor attitude Excessive redirection required by teacher.
Miscellaneous	<ul style="list-style-type: none"> Attends class regularly and always on time. Always uses seating chart seat. Uses hall pass when outside of room. Always uses class for class activities (doesn't finish/copy homework for other classes) Always respects and adheres to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Always cleans up work space 	<ul style="list-style-type: none"> Attends class regularly and typically on time. Typically uses seating chart seat. Mostly uses hall pass when outside of room. Mostly uses class for class activities (doesn't finish/copy homework for other classes) Typically demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Almost always cleans up work space 	<ul style="list-style-type: none"> Attends class on fairly regular basis, but with noticeable number of tardies. Often uses seating chart seat. Often uses hall pass when outside of room. Mostly uses class for class activities, but sometimes not. Haphazardly demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Sometimes cleans up work space 	<ul style="list-style-type: none"> Attends class on irregular basis; frequently tardy. Rarely if ever uses seating chart seat. Rarely if ever uses hall pass when outside of room. Rarely if ever uses class for class activities, but sometimes not. Rarely if ever demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Rarely if ever cleans up work space