

AP US History Course Syllabus 2019- 2020
Miami Beach Senior High School
Instructor: Mr. Fiori

Course Overview:

AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p>Developments and Processes 1</p> <p>Identify and explain historical developments and processes.</p>	<p>Sourcing and Situation 2</p> <p>Analyze sourcing and situation of primary and secondary sources.</p>	<p>Claims and Evidence in Sources 3</p> <p>Analyze arguments in primary and secondary sources.</p>	<p>Contextualization 4</p> <p>Analyze the context of historical events, developments, or processes.</p>	<p>Making Connections 5</p> <p>Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p>	<p>Argumentation 6</p> <p>Develop an argument.</p>
SKILLS					
<p>1.A Identify a historical concept, development, or process.</p> <p>1.B Explain a historical concept, development, or process.</p>	<p>2.A Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>	<p>3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.B Identify the evidence used in a source to support an argument.</p> <p>3.C Compare the arguments or main ideas of two sources.</p> <p>3.D Explain how claims or evidence support, modify, or refute a source's argument.</p>	<p>4.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.B Explain how a specific historical development or process is situated within a broader historical context.</p>	<p>5.A Identify patterns among or connections between historical developments and processes.</p> <p>5.B Explain how a historical development or process relates to another historical development or process.</p>	<p>6.A Make a historically defensible claim.</p> <p>6.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument. <p>6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> • Explain nuances of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source's credibility and limitations. • Explain how or why a historical claim or argument is or is not effective.

AP History Reasoning Skills

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">1.i: Describe similarities and/or differences between different historical developments or processes.1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">2.i: Describe causes and/or effects of a specific historical development or process.2.ii: Explain the relationship between causes and effects of a specific historical development or process.2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.2.iv: Explain how a relevant context influenced a specific historical development or process.2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">3.i: Describe patterns of continuity and/or change over time.3.ii: Explain patterns of continuity and/or change over time.3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Course Themes

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT) This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT) This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO) This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

THEME 4: MIGRATION AND SETTLEMENT (MIG) This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

THEME 5: POLITICS AND POWER (PCE) This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

THEME 6: AMERICA IN THE WORLD (WOR) This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

THEME 8: SOCIAL STRUCTURES (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

Historical Periodization

Units	Exam Weighting
Unit 1: Period 1: 1491–1607	4–6%
Unit 2: Period 2: 1607–1754	6–8%
Unit 3: Period 3: 1754–1800	10–17%
Unit 4: Period 4: 1800–1848	10–17%
Unit 5: Period 5: 1844–1877	10–17%
Unit 6: Period 6: 1865–1898	10–17%
Unit 7: Period 7: 1890–1945	10–17%
Unit 8: Period 8: 1945–1980	10–17%
Unit 9: Period 9: 1980–Present	4–6%

NOTE: Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and topic.

Concept Outline

PERIOD 1: 1491–1607

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

PERIOD 2: 1607–1754

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

PERIOD 3: 1754–1800

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

PERIOD 4: 1800–1848

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

PERIOD 5: 1844–1877

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

PERIOD 6: 1865–1898

Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

PERIOD 7: 1890–1945

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

PERIOD 8: 1945–1980

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

PERIOD 9: 1980–Present

Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Exam Information

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions <ul style="list-style-type: none"> • Required Question 1: periods 3–8 • Required Question 2: periods 3–8 • Choose between <ul style="list-style-type: none"> • Question 3: periods 1–5 OR • Question 4: periods 6–9 	40 minutes	20%

II	Part A: Document-based question	1 question: periods 3–8	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: <ul style="list-style-type: none"> • periods 1–3 • periods 4–6 • periods 7–9 	40 minutes	15%

The 2020 AP US History Exam is currently scheduled for **Friday, May 8th at 8am*

**For more information, download the AP United States History Course and Exam Description here:
<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-exam-descriptions/ap-us-history-course-and-exam-description.pdf>*

Principles and Rules:

Class Principles:

All class rules are based on the following two general principles:

- 1) We are here to learn
- 2) Four relations of respect:
 - i. student & school
 - ii. student & teacher
 - iii. student & student
 - iv. student & self

Some (Not All) of the Class Rules:

- Follow all teacher instructions immediately
- You must be inside the classroom before the bell rings to avoid a tardy (unless accompanied by a late pass from an administrator or faculty member)
- Turn in assignments due into the assignments due bin immediately upon entering
- No talking, only journal writing for the first 10 minutes
- Stay seated unless you've been given permission otherwise
- No gum, food or drink (this includes snacks and candy) are allowed in the classroom
- When the teacher starts talking to the class, everyone must stop talking immediately
- All personal electronic devices are to be turned off before entering the classroom, remain off at all times, and cannot be used inside the classroom without teacher permission.
- Raise your hand and wait patiently to be called on if you have a question or would like to speak
- Restrooms are for emergencies only; please use the restroom before school, at lunch, during the passing periods, or after school. For emergencies, only one student is allowed to go to the restroom at a time after being given permission by the instructor
- Bring the required materials every day to class unless you are instructed otherwise

- Respect others and their property
- Pay attention and remain on task
- Only history work can be done during history class unless given permission otherwise
- Do your best at all times

Policies:

Late Work: No late work is accepted. Students are to turn in homework, projects and all assignments on their due date at the beginning of the period immediately upon entering the classroom. All other work done in class is to be turned in up immediately upon the instructions of the teacher.

“No Name” Work: All work turned in without a name on it will receive a zero (“z”) regardless of how much time and effort was expended working on it.

Make-Up Work: Students cannot do make-up work for days in which absences are *unexcused*. For *excused* absences, students have as many extra days to turn in their work following return to school as they were excused absent. It is the student’s responsibility to find out from Edmodo, Gradebook, from a classmate, or from the teacher, the assigned make-up work. The request for make-up Reading Checks, Exams, etc. should occur during independent work time, before school or after school, and NOT during the warm-up exercises, instructional time or any other class activity. Work previously assigned that was due on a day of their absence is to be turned in immediately upon their return.

Tardies: Tardiness is defined as not being inside the classroom when the bell starts to ring (or if the bells are not working properly, then when the minute hand changes to the beginning of the period). Even a few seconds after the bell or the change of the clock is considered a tardy. Tardies are unexcused, unless a note from another teacher- deemed appropriate by Mr. Fiori- is provided. Students are not allowed to help another teacher or make up classwork in another class during Mr. Fiori’s class. This is an unexcused tardy or absence regardless of note provided. Any missed work during an unexcused tardy cannot be made up and students will receive school-wide tardy infractions and “strikes” (see Discipline section) for their tardiness.

Absences: All unexcused absences will give a student two “strikes” (see Discipline section) counting against their conduct and participation grade. 10 or more unexcused hours for the year may result in an “NC” (no credit) for the course. Due to our block schedule at Miami Beach Senior High School, every 1 class period missed counts as 1.5 hours missed.

All absences are considered “unexcused” until students bring proof of an excused absence to the attendance office from 6:45am- 7:15am, or during either lunch period. Students then will receive an “admit slip” with a determination by the attendance office as to whether the absence is excused, or remains unexcused. Determinations are made by the attendance office not individual teachers as to whether an unexcused absence can be changed to an excused absence. The default is always “unexcused” unless the attendance office receives documentation and determines otherwise. Students then present this admit slip to each teacher in order to change their attendance (if applicable) and initial that they have changed the attendance. Students should keep the admit after all teachers sign it for their records in case there are any disputes.

Students must keep all documentation to present to teachers any time a student is excused early in a previous class period. All other events (school-wide testing; pre-approved school assemblies; school-sponsored athletic events, etc.) must be pre-approved by Mr. Fiori, approved by an administrator, or sponsored by another teacher with the proper school procedures, approvals and documentation for approved activities during the school-day.

Doing work for, or making up a test in, another class during Mr. Fiori's class is NOT considered a legitimate reason for an absence and will result in an unexcused absence regardless if another teacher requested it. Make-up work for other teachers should be done in their class, or at a time that doesn't take away from another class. No work can receive a grade for days in which a student is unexcused absent.

Cheating: In all instances in which students are caught cheating, students will receive a "z" and be referred to the administration for further disciplinary action.

Discipline: In most instances in which students break minor rules, they will be given a "strike" on the discipline log. After three "strikes" in a two week period, students will receive a detention and parents will be notified. For more serious offenses and repeated instances of the same offense, students may be given two or three "strikes" immediately. All strikes will be utilized in calculating conduct grades and will negatively affect a student's participation grade.

Grade Changes and Additional Credit: There are only three cases in which grades will be changed. One is if an inputting error was made. However, it is the student's responsibility to check Gradebook and compare returned assignments with the grade inputted into gradebook. The second change of grades is if a student passes the AP exam at the end of the year. A 3 will entitle the student to a one grade bump. A score of 4 or 5 will entitle the student to an automatic A in the course. The third case is one in which a student doesn't drop the course but earns a D or F for the year in the course. Any student with an F for the year who passes the US History EOC with a score of 3 or 4 will be moved from an F to a D for the year which earns a passing mark in the course and fulfills the graduation requirement. A student with an F or D for the year who earns a 5 on the US History EOC will be bumped C for the year. Grades will not be changed based on any other factors. Students will *not* receive extra credit or additional work to "bring up" their grade. They can only improve their grade is by doing better on the regularly assigned work.

Grade Communication: All grading updates and progress will occur through the electronic gradebook which is accessible through both the student and parent portal. Signing the acknowledgement form for this syllabus acknowledges that it is the student's and parent's responsibility to regularly monitor the student's grade through their portal and contact Mr. Fiori if there are any concerns. This electronic communication medium providing real-time regular grade updates will be considered Mr. Fiori's method of informing students and parents of lack of sufficient progress, potential failure and all grade-related notifications, in lieu of phone calls, emails or other forms of communication regarding grades. Any problems accessing the student or parent portal should be addressed through the Parent Resource Center in the Main Office.

Eligibility to Remain in AP Course/Take AP Exam: Any student with any two quarters of a D or F will be ineligible to take the AP exam at the end of the year. If the D or F grade occurs within the first quarter, it will be recommended that the student drop to an honors US history course. If this is not possible or the student wants to attempt to improve their grade moving forward, no further Ds or Fs can be earned in any following quarter without making the student ineligible to take the

AP exam. Any exceptions to this rule will only be made based on *evidence* of significant improvement in work ethic, not a vocal commitment by the student that they intend to improve.

Grading Break-down:

5% Participation: Students will be given participation points for participating in class instruction. Students who are disruptive or do not follow the class rules will harm their participation grade for each “strike” they receive (see discipline policy above). All students paying attention, but not participating, can receive a “c” for listening and staying on task. Each time students participate, their participation grade will move up. Students will not be excused from, or be allowed to make-up, participation grades if excused absent; but will receive a “c” as having neither been off task, nor participated for the week. Tardies and unexcused absences harm participation grades.

5% Notes: Students will be required to take notes on each lesson. Students will be graded on completion and legibility. Notes taken on lessons on days in which a student is absent will need to be made up by utilizing the course textbook to fill in information on the missing lesson. The Cornell note taking method will be the required format. Notes will normally be due on the day of each unit exam. All notes must be properly labeled and in order to receive full credit.

10% Journals: Students will be graded on completion and effort of the daily journal exercises, not on the correctness of their responses. However, responses must be relevant to the topic to gain credit. Students will receive a grade for approximately every 4 daily journals. Journals must be completed in the first 10 minutes of class and do not need to be made up for excused absences, and cannot be made up for unexcused absences. Journals must remain in the classroom at all times. Any journals missing from the classroom will result in a zero for each journal check grade.

20% Class work and Homework: Class work will be graded on both completion and/or correctness depending on the assignment.

30% Reading Checks: Students will be given reading checks quizzes for required reading. Reading checks will be graded on correctness.

30% Exams and Projects: Exams (and major projects, when given) will be graded on correctness. Breaking class rules- such as talking or disrupting the class- during an exam will result in a zero (“z”) on that exam without the opportunity to make-up the exam.

Required Course Material:

Students are required to bring to class the following materials:

- 1) A 9 ½” x 7 ½” Composition Book (Note: This will be for journals and kept in class at all times; they cannot leave the class or be used for extra paper or other classes)
- 2) Lined Paper
- 3) Pencils
- 4) Blue or black ink pens
- 5) A binder (or section in a binder) to keep materials (organized at the students discretion).
- 6) (optional, not required) a Kindle, Nook, iPad, Laptop or other such portable electronic device- however, not a smartphone- with the course textbook downloaded or saved as an easily accessible link.

(Note: *these portable electronic devices can only be utilized in class with the teacher’s permission for purposes and at times determined by the teacher in accordance with Miami-Dade County Public Schools School Board policy. All other usage will result in disciplinary*

- action according to MDCPS School Board policy. It is the student's responsibility, not the school's or the teacher's responsibility, to ensure their own device is not lost or stolen.)*
- 7) Volume 1 & Volume 2 of Major Problems in American History, 2nd Edition.

Primary Textbook Utilized:

We will utilize the following text book which can be viewed from the student portal:

- Brinkley, Alan. *American History: Connecting with the Past*. 15th Edition. McGraw-Hill New York. 2014.

We will utilize the following primary/ secondary source anthology book which can usually be purchased used for \$5- \$20 each:

- Volume 1: Cobbs Hoffman, Elizabeth; Gerde, Jon. *Major Problems in American History, Volume 1, to 1877 2nd Edition*. 2006 (ISBN-13: 978-0618678327 ISBN-10: 0618678328)
- AND
- Volume 2: Cobbs Hoffman, Elizabeth; Gerde, Jon. *Major Problems in American History, Volume 2, to 1865 2nd Edition*. 2006 (ISBN-13: 978-0618678334 ISBN-10: 0618678336)

Various other primary and secondary source documents will be assigned throughout the year as either required or optional reading. Students are also encouraged to purchase and utilize an AP US History Exam practice book during the second half of the year.

Teacher Contact:

Edmodo: Students are required to register for Edmodo at Edmodo.com. Essential classroom communication will occur on Edmodo. Parents can also register for a parent Edmodo account; but should do so after their child has done so in order to link the parent account to the student account through the unique student code generated on the student's Edmodo account.

Direct: For parents or guardians who wish to contact Mr. Fiori with any questions or concerns throughout the year, e-mail is preferred: tfiori@dadeschools.net. Please be aware that work e-mail and voicemail messages are usually only checked during planning time or after school hours when not directly teaching or assisting students; so, please allow for 24 to 48 hours during working days for a response. Request for communication during instructional time cannot be honored due to the disruption this causes the classroom environment. All other inquiries can be directed to our main office:

Miami Beach Senior High School
2231 Prairie Avenue, Miami Beach, FL 33139
School Phone: (305) 532-4515