



Temecula Valley HS

Advanced Placement U.S. History

Doug VomSteeg
Email: dvomsteeg@tvusd.us
www.steegercentral.com

(951) 695-7300 X3246

Room 1123

Course Description

AP United States History was designed with a focus on culture of the United States from approximately 1491 to the present. Students will develop a greater understanding of processes and interactions between groups within the United States through a study of historical patterns.

AP United States History is about skills, not just content, and will encourage all students in attaining their highest achievement level through skill acquisition and personal growth. Students will read and organize data based on themes, write analytical and document-based essays, and analyze primary and secondary sources.

AP United States History is a differentiated curriculum in depth, complexity, pacing, and novelty, meeting the state guidelines for gifted and talented education through a variety of instructional strategies, including individual and group work, questioning, critical reading and thinking, and class activities.

AP Periodization, Themes, and Key Concepts

The AP United States History course is organized into nine time periods, seven themes and twenty-seven key concepts. The time periods give the chronological focus of the course, which is then supported by a thematic and conceptual framework. These three make up the content of the entire United States history course and are our focus throughout the year. Activities, essays, group projects, and review sessions will focus on these three elements.

US History AP Themes (MAGPIE)

- Migration and Settlement
- American in the World
- Geography and Environment
- Politics and Power
- American Identity
- Work, Exchange and Technology

AP Historical Thinking Skills (HTS)

- Analyzing Evidence: Content and Sourcing
- Interpretation
- Comparison and Contextualization
- Causation, Patterns of Continuity and COT



Temecula Valley HS

Class Structure

We will follow a flipped classroom method where students access the content from prescribed videos each night, complete a brief summary, and discuss the following day. During class we will utilize time to develop testing and writing strategies essential to do well on the exam. There will be homework each weekend.

Core Course Objectives

At the completion of the course all students will be able to perform the following at a higher personal level:

- think, read, listen, write, and communicate with understanding
- analyze evidence and interpretations presented in a variety of historical texts, both primary and secondary and use the information to plan a meaningful discussion, written or oral
- prepare and execute a well-constructed, multi-paragraph essay, including Short Answer, Long Essay and Document Based Question
- utilize a variety of resources in planning and directing research for a mixture of projects, essays, and activities
- flesh out a series of questions that challenges a text's meaning and shows an understanding of the material

Course Pacing

- Module 1:1 - 1:4 “Europeans Make Claims In The Americas” (1491-1607)
- Module 2.1 - 2:9 “Colonial America Amid Global Change” (1607 -1754)
- Module 3:1 - 3:9 “A Revolutionary Era” (1754-1800)
- Module 4:1 - 4:8 “Democracy, Industrialization, and Reform” (1800-1848)
- **Thanksgiving Break** (*HW will be assigned*)
- Module 5:1 - 5.8 “Expansion, Division, and Civil War” (1844-1877)
- Module 6:1 - 6.2
- **Christmas Break** (*no HW*)
- Module 6.3 - 6.10 “The Gilded Age: 1865-1898)
- Module 7.1 - 7.11 “New Imperialism and Global Conflicts) (1890 - 1945)
- **Presidents Break** (*HW will be assigned*)
- Module 8.1 - 8.11 “The Cold War America (1945 - 1980)
- **Spring Break** (*Review Materials will be assigned*)
- Module 9.1 - 9.4 “1980 to Present”
- Review prior to test in early May

Course Materials:

- Students are expected to bring a laptop each class period as we utilize a digital notebook to complete assignments, writing skills, and lecture notes.
- The following text is required: Fabric of a Nation, 1st Edition 2020. Any additional or supplemental texts will be made available in PDF via Google Classroom.



Homework

- The amount of reading and coursework depends on your speed and comprehension. The textbook is written to provide a condensed historical narrative but ample primary and literary sources will be discussed in class.
- We utilize ample materials from Heimler's History to help augment our textbook as it specifically prepares students for the College Board exams. We will watch brief pre-recorded videos and complete nightly notes.
- Video summary and lecture notes can be used on most quizzes.
- Anticipate about 20 minutes of homework each night ... including another 20 minutes on the weekend to prepare for Monday. If you procrastinate this course will be a struggle but once you learn the cadence and pace you will be very successful. All told you will have 3 hours of HW or less per week.

Academic Integrity

- You are expected to do your own work and not share it with others. Downloading assignments, essays or other work from the internet or sharing assignments electronically and submitting them as your own, is unethical and will result in a zero.
- If any portion of your work is not your own, you risk notification of administration.
- It is up to instructor discretion to complete a referral which will impact your official transcripts and some clubs on campus.

Late Work

- All assignments are due on the scheduled date.
- Late work will earn ½ credit. Late work is accepted ONE WEEK after due date, unless other arrangements are made with the instructor.
- The exception to this are projects, debates or group essays which must be turned in the date they are due even if out for illness or school approved events. Turn the project in early if you know you will be missing.
- No assignments will be accepted if a student has been truant.

Make-up Work/Exams

- Many in-class assignments may be made up due to an illness or scheduled absence, and a student has 5 school days from the original date to make up the assignment, this includes in-class tests and essays.
- All make-up exams must be completed either before school or during Advisement.
- You must make appointment with instructor and complete the necessary steps if you desire to take during Advisement.
- All make-up work and tests is at the discretion of the teacher and may include different questions and formats.
- No credit will be earned if the student has been has been truant.



Communication (Questions, Concerns, Emergencies)

- Open lines of communication are vital to success. Please do not hesitate to contact me. I strongly recommend that you communicate with me in person or email prior to involving your parents. You are young adults and need to begin practicing those skills now - and asking your parents to intervene without meeting with the instructor personally thwarts your development.
- PARENTS: email is my preferred method of communication; however, please have your daughter/son discuss any issues with me first.
- STUDENTS: It is best to see me before school or make arrangements to meet during Advisement.

Grading Standards

Coursework will be evaluated along the following guidelines:

- A (90-100) — Outstanding achievement
- B (89-80) – Above-average achievement
- C (79-70) – Average, minimal achievement
- F (69 or below) – Failure to meet District standards and objectives of the course

Academic Grading System

All coursework, exams and class participation will be based on Total Points. Grades will be posted bi-weekly and available using student IC portal.

- Participation points are earned and posted randomly during the nine-week grading period. These are earned via class discussion, asking questions, positive interaction with your partners, or helping improve the classroom culture.
- Participation points may be deducted for inappropriate behavior (including unauthorized cell phone use).
- Those earning a 5 on the exam will have both semester grades changed to an A

Unit Test Corrections

- As determined by the instructor. Not every test or essay exam will have an opportunity for test corrections.

Classroom Participation

- To be successful students need to be in class on time, prepared to learn, cooperative class participants, and working actively with others as a team.
- Students can earn points for homework completion or working in groups. Lack of homework completion or team work could result in lo



Temecula Valley HS

- All electronic devices should be silenced and inside a purse or backpack. Unauthorized classroom use of electronic devices is subject to teacher consequences and loss of participation points.

AP Exam

It is the teacher and course expectation that all students will prepare and take the AP exam in May. Those unwilling to take the exam will take a comprehensive exam (both semesters) that will be worth 10% of your 2nd semester grade.

If you have questions, contact Mr. VomSteege at dvomsteege@tvusd.us