



Advanced Placement U.S. History

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Room 1116

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)

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

AP Historical Thinking Skills (HTS)

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



Class Structure

We will follow a flipped classroom method where students will watch two lecture videos from home and take a brief summative quiz on the material. Simply put, this is **not** a lecture class. This is a discussion/seminar class. Class discussions generally will focus on the implications and significance of the material you have read, watched or studied. We will have weekly modules that unite historical knowledge, thinking and reasoning skills, and scaffolded pedagogy to maximize student success in the class and on the AP exam.

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

We must cover vast amounts of information — George Washington to George W. Bush. Below is the general pace for this course:

- 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”
- Thematic Review
- APUSH Exam Usually first week of May



Course Texts:

- All students will be required to read, analyze, interpret, and take notes from a variety of sources throughout the course including textbooks, novels, short stories, poetry, primary and secondary sources, maps, charts, graphs, and artwork.
- 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.

Classroom Essentials

In addition to accessing classroom curriculum via Google Classroom or Canvas, students are encouraged to bring the following each day (assuming we are in direct instruction mode):

- Spiral notebook (composition book) 8 1/2 x 11 lined notebook paper, college ruled
- Highlighters in FOUR colors
- Colored pens or pencils (for maps and essay peer reviews)

Homework/Reading

- The amount of reading and homework will not exceed five hours per week. The textbook is written to provide a condensed historical narrative but ample primary and literary sources that will be discussed in class.
- In the first semester (regrettably) you will be reading and navigating two chapters per week and second semester (yippee) will reduce to one chapter. This must be the method if we are to complete the text prior to the exam. There will be an open-notes quiz and limited review questions from the reading that will guide the reader to the greater arching themes of the course.
- You are responsible for all information that you are assigned, even if we don't discuss in class

Academic Integrity

- There are no shortcuts to getting a 5 on the exam nor experiencing success in life.
- 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 within the period we are working, 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 portal.

- Participation points are earned each 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 cell phone use.



Extra Credit

- Extra credit assignments will be available every nine-weeks. The assignments are available via Google Classroom or www.steegercentral.com.
- Only ONE option may be completed for credit. No late work accepted.

Classroom Behavior

- 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.
- It is crucial for the benefit of the entire class that we have a learning environment based on respect for you as an individual, other students and the teacher.
- Continued negative participation, including being tardy or absent, being off-task, defiant, or displaying a lack of cooperation, will result in one or more of a series of mediations.
- All electronic devices should be silenced and inside a purse or backpack. Unauthorized classroom use of electronic devices is subject to the behavior code 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. Throughout the year, students will be introduced to typical questions used on the AP Exam. Several class periods will be spent in intensive review preparing students to take the exam. Even if a student fails to achieve a passing score on the AP Exam, the experience of taking a college course is immeasurable.

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