

# **AP United States History [APUSH] Course Syllabus**

Mrs. Gengaro

Email: [gengarka@orange.k12.nj.us](mailto:gengarka@orange.k12.nj.us)

Remind: [gengaroap](#)

Google Classroom Code: [hdv2zmp](#)

AP U.S. History [APUSH] is designed to be the equivalent of a two-semester introductory college or university United States history course.

In APUSH, students investigate significant events, individuals, developments, and processes in nine (9) historical periods from approximately 1491 C.E. to the present.

The course provides eight (8) themes that students explore throughout the course to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time.

## **Textbook**

Newman, J. J., & Schmalbach, J. M. (2022). *United States History Advanced Placement Edition* (4th ed.). AMSCO.

## **Expectations**

Appropriate classroom behavior is expected and required, including

- o Showing respect for your classmates, your teacher, yourself, and the classroom
- o **DOING YOUR HOMEWORK BECAUSE IF YOU DO NOT, YOU WILL NOT BE ABLE TO PARTICIPATE AND YOU WILL FALL BEHIND!! THERE IS NO TIME FOR DOWN TIME IN THIS CURRICULUM.**
- o Punctuality and ensuring that you are keeping up with the work if you are absent.
- o Coming to class with the appropriate materials and adequate sleep

## **APUSH Exam Structure**

**APUSH EXAM: 3 HOURS 15 MINUTES**

**Assessment Overview:** The AP Exam questions measure students' knowledge of United States history and their ability to **think historically**. Questions are based on learning objectives, key concepts, course themes, and APUSH disciplinary practices and reasoning skills. Exam questions represent various geographical regions, with no more than 20 percent of the multiple-choice questions focusing solely on Europe.

### **FORMAT OF EXAM**

**Section I Part A:** Questions appear in sets of 2–5. Students analyze primary and secondary texts, images, graphs, and maps. Questions cover all course periods.

**Multiple Choice | 55 Questions | 55 Minutes | 40% of Exam Score**

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**Section I Part B:** Students respond to 2 required questions and choose between 2 options for a third question. Questions 1 and 2 cover periods 3–8 of the course; students choose between answering either question 3 (covering periods 1–3) or question 4 (periods 4–6). Students analyze historians' interpretations, historical sources, and propositions about history.

**Short Answer | 3 Questions (3 Parts Each): Total 9 | 40 Minutes | 20% of Exam Score**

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**Section II Part A:** Students assess written, visual, and quantitative sources as historical evidence.

Students develop an argument supported by an analysis of historical evidence.

Question covers periods 3–6 of the course.

**Document Based | 1 Question | 60 Minutes | 25% of Exam Score**

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**Section II Part B:** Students select one question among three different periods (1–2, 3–4, 5–6) of the course. Students explain and analyze significant issues in world history.

Students develop an argument supported by an analysis of historical evidence.

**Long Essay | 1 Question | 40 Minutes | 15% of Exam Score**

## **8 Thematic Learning Objectives**

**Theme 1: American and National Identity**

**Theme 2: Work, Exchange and Technology**

**Theme 3: Geography and the Environment**

**Theme 4: Migration and Settlement**

**Theme 5: Politics and Power**

**Theme 6: America and the World**

**Theme 7: American and Regional Culture**

**Theme 8: Social Structures**

## **9 Historical Time Periods**

**The AP World History course is structured around themes and concepts in six different chronological periods from approximately 1491 to the present:**

<b>Period 1: 1491-1607</b>	<b>4-6%</b>
<b>Period 2: 1607-1754</b>	<b>6-8%</b>
<b>Period 3: 1754-1800</b>	<b>10-17%</b>
<b>Period 4: 1800-1848</b>	<b>10-17%</b>
<b>Period 5: 1844-1877</b>	<b>10-17%</b>
<b>Period 6: 1865-1898</b>	<b>10-17%</b>
<b>Period 7: 1890-1945</b>	<b>10-17%</b>
<b>Period 8: 1945-1980</b>	<b>10-17%</b>
<b>Period 9: 1980-Present</b>	<b>4-6%</b>

**Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.**

## **AP History Disciplinary Practices**

### **Practice 1: Analyzing Historical Evidence Primary Sources**

- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations. Secondary Sources
- Explain how a historian's claim or argument is supported with evidence.
- Analyze patterns and trends in quantitative data in non-text based sources.
- Evaluate the effectiveness of a historical claim or argument.

### **Practice 2: Argument Development**

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

## **AP History Reasoning Skills**

### **Skill 1: Contextualization**

- Use context to explain the relative historical significance of a specific historical development or process.

### **Skill 2: Comparison**

- Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.

### **Skill 3: Causation**

- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

### **Skill 4: Continuity and Change Over Time**

- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

## **Rubrics**

**\*See College Board Website – Rubrics for AP U.S. History**

## **Grading:**

**25% Authentic Assessments**

**25% Tests**

**20% Quizzes**

**20% Classwork**

**10% Homework**

## **Required Materials:**

**Required Student Materials – *Students are expected and required to bring the following items with them to class every day:***

- o Completed assignments**
- o Chrome Book (Fully Charged)**
- o Notebook and Pen/Pencil**
- o A growth mindset, grit, and perseverance**
- o Questions regarding the previous day's work or homework assignments**