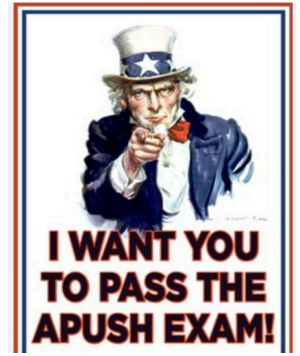


**Advanced Placement United States History**  
**Walt Whitman High School**

**Ms. O'Keefe**

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**Course Description:**

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**Course Topics:**

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

### **Materials:**

- Google Classroom (I suggest downloading the application on your phone, it can send you reminders and alerts)
- Folder - **ORGANIZATION IS KEY!**
- Digital Textbook- I will post the necessary pages for homework, however if you would like a physical copy of the book it is available for purchase on Amazon. **Name: AMSCO APUSH 2018 Edition**

### **Grading Policies:**

- Assessments - 70%
- Participation - 15%
- Homework - 15%
  - Homework must be handed in by 7:00 am on the date it is due, any homework handed in late will result in a point deduction.
  - There is a 10 point deduction for all late homework. Any homework handed in after two days' time will not be accepted.
  - Homework must be handwritten, no typing allowed!
- **Plagiarism or cheating on any test and homework is prohibited. This will result in a ZERO. You must complete homework assignments on your own, you may NOT work together.**

### **Classroom Requirements & Procedures:**

- **No phones in class-** you may not use your phone to take notes. If you do not have a charged chromebook you will have to take notes on paper- **NO exceptions. This is for your benefit.** If you lose focus, it will be difficult to catch up.
- Be respectful of yourself, classmates, and teachers!

### **APUSH Exam - TEST DATE: Friday, May 8, 2026**

★ You will also be taking the NYS US History Regents on Tuesday, June 23, 2026 ★

**Below is a breakdown of the sections/format/scoring and what your exam will look like! I have also included tips to MAXIMIZE your score.** The AP U.S. History Exam has consistent question types, weighting, and scoring guidelines, so you and your students know what to expect on exam day.

- **Section IA: Multiple Choice (MC) - 55 Questions | 55 Minutes | 40% of Exam Score**
  - MC Questions will be in sets of 3 or 4 questions per document.
  - Questions may cover all “periods” (units) of the course: 1491 (just before European contact) through 2001.

- Documents will be primary and secondary sources, images, graphs, and maps.
- MC Questions will require you to analyze historical texts (primary sources like speeches, newspaper articles, etc.), historians' interpretations (secondary sources with historians evaluating/interpreting historical issues), and historical evidence (these might be visuals--graphs, data, political cartoons, photos, etc. and are most likely to be primary sources).
- BE CAREFUL, the MC questions are tricky!
- You have ONE minute per question.

***\*\*\*To guarantee a score of 5, try to aim for 80% on the MC. 65% puts you in the 4 range; 55% puts you in the 3 range. But keep in mind that if multiple choice is your weakness, 60% of your score is the writing parts.\*\*\****

- **Section IB: Short Answer (SAQ) - 3 Questions | 40 Minutes (approx. 13 minutes per question) | 20% of Exam Score**
  - **In the short-answer (SAQ) section, you'll write answers to questions in your test booklet. Some questions include texts, images, graphs, or maps.**
  - **For Questions 1 and 2 (no choice; you answer both) you will be provided with some sort of document or visual(s). You may be asked to:**
    - Analyze historical developments described in the sources (causes, effects)
    - Put those historical developments and processes in context
    - Make connections between those historical developments and processes
    - You might have to explain different historical interpretations (2 historians with different ideas) and give historical evidence supporting these different interpretations
  - **The Breakdown of the time periods in the questions:**
    - Question 1 is required, includes 1 or 2 secondary sources (if it is 2, it will probably be 2 historians with different interpretations of the same event or development), and focuses on historical developments between 1754 and 1980.
    - Question 2 is required, includes 1 primary source, and focuses on historical developments between 1754 and 1980.
    - **The 3rd question: You will have to choose ONE from two options.** Question 3 will focus on historical developments between 1491 and 1877. Question 4 will focus on historical developments between 1865 and 2001. No sources (documents) are included for either Question 3 or Question 4.  
**NOTE:** Question 3 is the only SAQ that could be very EARLY in history and Question 4 is the only SAQ that might be very

LATE in history. ...***let me repeat: this is the only written part of the exam where you may have to respond to ONE question that is very early OR one question that is very late!!!***

- **To maximize your SAQ score:**
    - **Be as specific as possible & answer in complete sentences.** The SAQs do not have partial credit. You either get awarded 1 point or 0 points for each part of the question. So do NOT be vague! Generally, you should try to answer each part of the question in 3 sentences. **Use the Identify, Explain, Analyze format (one thing is, this means that, this is important because).** Be careful NOT to ramble on, you might make mistakes that turn a “correct” answer into an “incorrect” answer.
    - **PLAN YOUR RESPONSES—you should have plenty of time on this part of the test (13 minutes per question). Read all parts of the question before you start your answer** (each question is probably going to have 3 parts) and make sure you know what you want to say for each part of the question. This is VITAL as the questions often build upon your previous answer.
    - SAQS on visual documents/primary sources (maps, images, graphs): you might have to explain a cause and/or effect of the information shown in the visual.
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- **Section IIA: Document-Based Question (DBQ) - 1 Question | 1 Hour (includes 15-minute reading period\*) | 25% of Exam Score**
  - The DBQ prompt can be on anything from 1754 (the beginning of the French and Indian War) to 1980 (the election of Reagan). This is “period 1” through “period 8” in my review material.
  - They will provide **7 documents** offering various perspectives on a historical development. Some documents will be text, some will be graphs/data, some will be visuals (images or maps).
  - Your DBQ essay will assess/analyze these documents as historical evidence and will develop an argument supported by an analysis of this historical evidence
  - **You must describe at least 6 of the 7 documents in your essay AND apply them to your argument (I suggest you describe and apply all of them).**
  - **HIPP:** You must “source” 3 of the 7 documents by explaining the relevance of either the document’s historical situation, intended audience, purpose or point of view. I suggest you do this for 4 of the documents.
  - ***\*NOTE: It is unclear to me whether or not the 15 minute “reading period” will be enforced...in other words, they have not***

*specifically stated whether or not you are actually allowed to begin writing your essay before the 15 minutes end. In the past, they did not enforce it.*

○ **The APUSH DBQ Rubric has a total of 7 points:**

- 1 point for **contextualizing the question** (this means at least 3 sentences worth of background info to the time period or the theme of the prompt)
- 1 point for a **provable thesis** that answers the prompt and addresses its complexity (this means that the prompt is a question and your thesis is the answer). **Your thesis must be in your intro AND you should REPEAT it in your conclusion.** If they do not see a provable, strong thesis in your intro, they will skim down to your conclusion. Oftentimes, after writing an essay, you may decide to refine (and strengthen) your thesis. So if it's not perfect in your intro, make sure it is perfect in your conclusion.
- 2 points for **correctly describing (summarizing)** the content of at least 4 docs of the 7 (without quoting them) and using them to prove your thesis (**applying them to your argument**). This means you briefly identify/explain what the doc is saying and then explain how it fits into your argument. I suggest you describe and apply all 7 docs (this will make your argument stronger and help you achieve the 7th point on the rubric, the complexity point). The breakdown is 1 point for describing or summarizing and 1 point for applying them to your thesis.
- 1 point for **correctly identifying and explaining the relevance a doc's HIPP to your argument** (historical situation, intended audience, purpose, or point-of-view) for at least 3 docs. I suggest you do this for 4 (in case you misinterpret one- this will also help you earn the complexity point).
- 1 point for **outside information (osi) that helps prove your thesis** (this means you are bringing in additional evidence and developing/explaining that evidence in **at least 3 complete sentences**). **You cannot just throw in random facts for this point, you must introduce a valid piece of evidence that helps prove your thesis, explain that evidence, and specifically apply it to your argument to get this OSI point.**
- 1 point for **“reasoning”** (going above and beyond and demonstrating a sophisticated understanding of the theme/time period: use historical evidence to corroborate, qualify, or modify your argument (this is the most difficult point to earn!). To get this point, your essay really must

demonstrate a sophisticated and nuanced understanding of the prompt. If you have not gotten all of the other points, they will probably not give you this one. You should put your reasoning point in your conclusion AFTER you restate your thesis.

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- **Section IIB Long Essay (LEQ):** 1 Question | 40 Minutes | 15% of Exam Score
  - You'll have a **choice of three** questions; you'll pick one to answer.
  - Each question tests the same skills and reasoning process or historical thinking skill: comparison (compare and contrast), causation (cause and effect), or continuity and change
  - In the past, they have instructed students to apply their choice (student's choice) of HTS; it is not clear whether they will do that this year OR whether the instructions will tell you which to use. READ the instructions.
  - The 3 choices will come from different time periods:
    - One choice from 1491 to 1800
    - One choice from 1800 to 1898
    - One choice from 1890 to 2001
  - You'll be asked to develop and support an argument based on evidence.
  - A recap of HTS: Historical Thinking Skills. One point on the rubric will be awarded for successfully addressing the HTS (remember this is on the LEQ not the DBQ):
    - ***Continuity & Change:*** What changed/what didn't change as a result of the event/development you are analyzing
    - ***Compare & Contrast:*** What are the similarities and differences in the 2 events/developments/people/parties you are analyzing
    - ***Cause & Effect:*** What caused the developments/what effects did they have

\*\*\* For any of the above Historical Thinking Skills, it is often useful to think in terms of social, political, economic (and sometimes international) categories. \*\*\*

### **LEQ Rubric**

- 1 point for contextualization of the prompt (same as DBQ rubric)
- 1 point for thesis that answers the prompt (same as DBQ rubric)
- 1 point for providing evidence that supports your thesis
- 1 point for analyzing the evidence that supports your thesis
- 1 point for showing an understanding of the historical thinking skill
- 1 point for reasoning

**📵 Classroom Cell Phone & Personal Device Policy 📵**  
**(Effective 2025–2026, per NYS Law & WWHS Guidelines)**

To support a focused and respectful learning environment, **all personal cell phones, earbuds, smartwatches, and other internet-enabled devices must be turned off and stored in lockers by 7:18 AM**, as required by New York State law and Walt Whitman High School policy. Devices must remain in lockers for the entire school day.

**Whitman Guidelines:**

- A special bell will ring at 7:18 AM, signaling when devices must be stored. The school day begins at 7:25 AM.
- Devices are not permitted to be carried or used during the school day unless explicit permission has been granted by administration.
- To contact home, students may use phones located in the Main Office, Counseling Center, or Assistant Principals' Offices.
- Parents/guardians who need to reach their child during the school day should call the Main Office or appropriate Assistant Principal's Office. Students will be notified and can return the call from a school phone.

**Violations & Consequences:**

- **1st Offense:** Device is taken and held by the Assistant Principal (Dr. Richards). Students must pick it up at the end of the day. Parents/guardians will be notified.
- **2nd Offense:** A parent/guardian must come to school to retrieve the device. A meeting will be required.
- **Further Offenses:** May result in detentions, suspension, and/or loss of privileges including after-school activities.
- **Refusal to surrender a device will result in serious disciplinary action per the Code of Conduct.**

**Let's work together to keep our classroom distraction-free and focused on learning. Thank you for your support in upholding this policy!**

Dear Parents and/or Guardians,

Your child is currently enrolled in my Advanced Placement United States History class.

Throughout the semester we watch multiple videos, movies, films, and documentaries to give students a first hand perspective of the topics, events, and people we discuss in class. However, some of these films are rated “R” due to language or adult content and as a result I am asking your permission to allow your son/daughter to watch these items in class.

Due to the mature nature of some of these films, I am requesting my students to obtain signed permission to view these films in class. If you prefer that your child does not view an R rated movie, I will give them an alternate assignment; they will not be penalized.

Thank you for your time.

Please check one of the following boxes:

\_\_\_\_\_ **Yes**, I give permission for my son/daughter to watch R rated material in this class.

\_\_\_\_\_ **No**, I do not give permission for my son/daughter to watch these items. Please remove them from class during viewing.

**Student's Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Guardian's Name:** \_\_\_\_\_

**Guardians' Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_