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# About the Advanced Placement Program



- The College Board's Advanced Placement Program has a 60-year history of delivering excellence in education to millions of students across the country.
- AP courses are college-level courses offered in high school.
- Courses reflect what is taught in top introductory college courses.
- Students take AP Exams at the end of the course, measuring their mastery of college-level work.
- A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college.
- **17,000** high schools and **3,900** colleges and universities participate in the program.

# A Look at AP in North Carolina



- Based on the May 2013 administration, North Carolina students qualified for **\$42,539,026** in college credit through their AP scores
- The majority of college admissions officers indicate that seeing AP coursework on student transcripts will positively influence admission decisions
- **79%** of North Carolina's AP students submitted their AP scores to North Carolina colleges and universities; **21%** used these scores to gain admission/credit/ placement outside of North Carolina.
- UNC-Chapel Hill and NCSU-Raleigh are both among the top 25 institutions in the world for number of AP scores received

# Professors from 80+ NC colleges/universities created and/or scored AP Exams in 2014



American Public University Systems

Appalachian State University

Asheville-Buncombe Technical Community College

Barton College

Baylor University

Belmont Abbey College

Bennett College

Blue Ridge Community College

Brevard College

Brewton Parker College

Brunswick Community College

Bryant University

Caldwell Community College & Technical Institute

Campbell University

Cape Fear Community College

Catawba College

Catawba Valley Community College

Central Carolina Community College

Central Piedmont Community College

Chowan University

Cleveland Community College

College Of The Albemarle

Craven Community College

Davidson College

Drake University

Duke University

Durham Technical Community College

East Carolina University

Elizabeth City State University

Elon University

Embry-Riddle Aeronautical University

Fayetteville State University

Forsyth Technical Community College

Gardner-Webb University

Gaston College

Grand Canyon University

Greensboro College

Guilford College

Guilford Tech Community College

Halifax Community College

High Point University

Isothermal Community College

Itt Technical Institute

Johnson & Wales University

Johnson C. Smith University

Lenoir Comm College

Lenoir-Rhyne University

Mars Hill College

Meredith College

Methodist University

Methodist University

Montreat College

Montreat College

Mount Olive College

North Carolina A&T State University

North Carolina Central University

North Carolina State University

North Carolina Wesleyan College

Northland International University

Peace College

Pfeiffer University

Princeton University

Queens University Of Charlotte

Rockingham Community College

Salem College

Shaw University

Shepherd University

Southeastern College At Wake Forest

St. Andrews Presbyterian College

St. Augustines College

Strayer University

Surry Community College

University Of Georgia

University Of North Carolina - Wilmington

University Of North Carolina - Chapel Hill

University Of North Carolina - Charlotte

University Of North Carolina - Pembroke

University Of North Carolina - School Of The Arts

University Of North Carolina At Asheville

University Of North Carolina At Greensboro

Wake Forest University

Wake Technical Community College

Walden University

Warren Wilson College

Western Carolina University

Wilkes Community College

William Peace University

Wingate University

Winston-Salem State University

# Teachers from 190+ NC schools created and/or scored the AP Exams in 2014



A.L. Brown High School  
Apex High School  
Asheville Christian Academy  
Asheville School  
Ashley High School  
Athens Drive High School  
Avery County High School  
Bishop McGuinness High School  
Burlington Christian Academy  
Butler High School  
Cabarrus County School  
Caldwell Academy  
Calvary Baptist Day School  
Cannon School  
Cape Fear Academy  
Cardinal Gibbons High School  
Career Center High School  
Carolina Day School  
Carrboro High School  
Carry High School  
Cary Academy  
Cedar Ridge High School  
Central Cabarus High School  
Central Davidson High School  
Chapel Hill High School  
Charles D. Owen High School  
Charles Jordan Sr. High School  
Charlotte Catholic High School  
Charlotte Christian School  
Charlotte Country Day School  
Charlotte Latin School  
Charlotte Mecklenburg Schools  
Christ The King Catholic High School  
City Of Medicine Academy  
Clayton High School  
Cleveland High School  
Clinton High School  
Clyde A. Erwin High School  
Covenant Day School  
Cumberland Couny School  
Currituck County High School  
Cuthbertson High School  
Dalton L. Mcmichael High School  
David W. Butler High School  
Davidson County Schools  
Davidson Day School  
Davie County High School  
Dudley High School

Duplin County Schools  
Durham Academy  
E.A. Laney High School  
E.E. Smith High School  
E.E. Waddell High School  
East Chapel Hill High School  
East Mecklenburg High School  
Eastern Guilford High School  
Eastern Wayne High School  
Enloe Magnet High School  
Eugene Ashley High School  
First Flight High School  
Forestview High School  
Forsyth Country Day School  
Franklin Academy  
Franklin High School  
Freedom High School  
Fuquay-Varina High School  
Garner Magnet High School  
Gaston Day School  
Goldsboro High School  
Grace Christian School  
Graham High School  
Greensboro College Middle College  
Greensboro Day School  
Grimsley High School  
Hawbridge School  
Heide Trask High School  
Heritage High School  
Hickory Grove Christian  
Hickory High School  
Hickory Ridge High School  
Hillside High School  
Hopewell High School  
Jacksonville High School  
Jay M. Robinson High School  
John A. Holmes High School  
Junius H. Rose High School  
Kings Mountain High School  
Kinston High School  
Lake Norman High School  
Lee County High School  
Leesville Road High School  
Lejeune High School  
Lincoln Charter School  
Mallard Creek High School  
Manteo High School  
Marvin Ridge High School

Middle Creek High School  
Millbrook High School  
Mooresville Senior High School  
Morehead High School  
Mount Tabor High School  
Mountain Heritage High School  
Mt. Tabor High School  
Myers Park High School  
Needham B. Broughton High School  
North Brunswick High School  
North Buncombe High School  
North Carolina School Of Science And Math  
North Carolina Virtual Public School  
North Davidson High School  
North Henderson  
Northeast Guilford High School  
Northeastern High School  
Northern High School  
Northside Christian Academy  
Northwest Cabarrus High School  
Northwest Guilford High School  
Northwest High School  
Northwood High School  
Page High School  
Pamlico County High School  
Panther Creek High School  
Parkwood High School  
Person High School  
Piedmont High School  
Pine Lake Preparatory  
Pinecrest High School  
Pitt Community College  
Porter Ridge High School  
Princeton High School  
Providence Day School  
Providence Senior High School  
Raleigh Charter High School  
Ravenscroft School  
Research Triangle High School  
Riverside High School  
Riverside High School  
Robert B. Glenn High Scool  
Rocky Mount Academy  
Saint David's School  
Saint Mary's School  
Salem Academy  
Salisbury High School  
School Of Inquiry And Life Science

Seventy-First High School  
Shelby High School  
Smithfield Selma High School  
South Brunswick High School  
South Central High School  
South Johnson High School  
South Lenoir High School  
South Mecklenburg High School  
South Point Senior High  
Southeast Guilford High School  
Southeast Raleigh High School  
Southeast Raleigh Magnet High School  
Southern Guilford High School  
Southlake Christian Academy  
Southwest Guilford High School  
Southwestern Randolph High School  
St. Stephens High School  
Stuart W. Cramer High School  
Sun Valley High School  
Swain County High School  
Swansboro High School  
Terry Sanford High School  
The Asheville School  
The Oakwood School  
Thomas Jefferson Academy  
Tuscola High School  
Union Pines High School  
Veritas Christian Academy  
Village Christian Academy  
W.G. Enloe High School  
Waccamaw Academy  
Wakefield High School  
Walter Hine Page High School  
Walter Williams High School  
Washington High School  
Watauga High School  
Weaver Education Center  
Weddington High School  
Wesleyan Christian Academy  
Wesleyan Education Center  
West Forsyth High School  
West Johnston High School  
West Stanly High School  
Westchester Country Day School  
Western Guilford High School  
William A. Hough High School  
William G. Enloe High School  
Winston/Salem Forsyth County Schools  
Youngker High School

# Founding Principles Act – HB 588

- Requires semester course on key elements of America's founding principles, such as due process and equal justice under the law
- At DPI's request, College Board prepared an alignment document between AP U.S. History and HB 588:
  - Instruction in these principles can be fulfilled within the AP U.S. History course
  - Data shows that 21 additional days are now available in the AP U.S. History course for teaching state and local priorities
- AP U.S. History is the most popular exam taken among North Carolina's class of 2013 (10,903)
- AP U.S. History is recognized toward graduation requirements in neighboring states such as Virginia and South Carolina

# Myths vs. Facts About AP U.S. History

**MYTH:** The new concept outline removes or reduces the roles of important figures and heroes (the Founders, Martin Luther King, Jr., Tuskegee Airmen, etc.)

**FACT:** The new outline does not remove or reduce the inclusion of any figure or hero in the AP US History course. AP US History has always required teachers to select which figures to focus on, and has avoided providing a list of names that would infringe on local priorities.

- A look at the old and new outlines show that neither outline contains the names of the individuals that a test prep author has claimed we have eliminated.
- A look at the new exam shows that it continues to require students to know and use examples of individuals and events, but it allows them to use the examples they focused on in their specific class, rather than needing to know specific examples mandated by the College Board.

**“The changes make AP US History less stressful without being less challenging.”**

***Washington Post, October 12, 2014***

The following page shows clearly that the new concept outline does not remove the focus on important Americans.

# The new AP US History concept outline encourages focus on the Founders and others



In September 2014, we polled AP teachers to find out the leaders, writers, and thinkers they are most excited to focus on as they teach the new concept outline:

- John Winthrop's "A Modell of Christian Charity" sermon (1630)
- Jonathan Edwards' "Sinners in the Hands of an Angry God" sermon (1741)
- Abigail Adams' "Remember the Ladies" letter (1776)
- Thomas Paine's "Common Sense, Section III: Thoughts on the Present State of American Affairs" (1776)
- James Madison's Federalist Paper No. 10 (1787)
- George Washington's Farewell Address (1796)
- Seneca Falls Declaration of Sentiments (1848, Elizabeth Cady Stanton principal writer)
- Abraham Lincoln's "House Divided" speech (1858)
- Abraham Lincoln's Gettysburg Address (1863)
- Abraham Lincoln's Second Inauguration Address (1865)
- Andrew Carnegie's essay on "Wealth" (1889)
- Frederick Jackson Turner's "The Significance of the Frontier in American History" essay (1893)
- Booker T. Washington's "Atlanta Compromise" Speech (1895)
- William Jennings Bryan's "Cross of Gold" Speech (1896)
- Woodrow Wilson's Fourteen Points Speech (1918)
- Franklin D. Roosevelt's First Inauguration Address (1933)
- Franklin D. Roosevelt's "Day of Infamy" Address to Congress (1941)
- Dwight D. Eisenhower's Farewell Address (1961)
- John F. Kennedy's Inauguration Address (1961)
- Martin Luther King, Jr.'s Letter from a Birmingham Jail (1963)
- Martin Luther King, Jr.'s "I Have a Dream" Speech (1963)
- Malcolm X's "The Ballot or the Bullet" Speech (1964)
- Lyndon B. Johnson's "Great Society" Speech (1964)
- Ronald Reagan's Address to the National Association of Evangelicals (1983)
- George W. Bush's Address to the Nation on September 11, 2001



# Myths vs. Facts About AP U.S. History

**MYTH:** The new concept outline downplays positive elements like military victories and focuses on the negative.

**FACTS:** The old AP topic outline only mentioned one battle, Pearl Harbor. Test prep author Larry Krieger advised students preparing for the old exam, “Pearl Harbor is the only World War II battle that has appeared on an APUSH exam. Do not expect to see the Battle of the Bulge or the D-Day invasions appear as test questions.”\*

The new AP concept outline draws attention to the need to study a range of American military history, from early American military campaigns (the march of the Paxton Boys, the Battle of Fallen Timbers), to Civil War strategy (Gettysburg was not even mentioned in the old outline), to America’s lead role in the Allies’ victories.

The new AP concept outline also emphasizes religious tolerance and freedom, America’s establishment of the first, modern mass democracy, America’s positive influence on the rest of the world, etc.

However, college-level studies do require inclusion of topics like slavery, the Civil Rights protests of the 1950s, and the forced removal of Native Americans, so AP courses do require the inclusion of these topics that some have characterized as “negative.”

# Myths vs. Facts About AP U.S. History



**MYTH:** The redesign of AP US History is an effort to impose the Common Core.

**FACT:** **The AP US History redesign has not had any relationship to the Common Core.** It was begun in 2006 and released to the public in 2012, prior to David Coleman's arrival at the College Board.

The AP US History redesign provides more flexibility and local control over AP course content by limiting the exam questions to key concepts that allow teachers and students to use content of their own choice to answer.

The pilot showed that the new outline provided teachers with much more flexibility than the old one, freeing up 21 additional class periods for focus on areas of interest to their students, or areas where students needed additional help.

# Two Challenges with the Prior AP U.S. History Program



**Challenge 1:** Only one of the test questions asked students to read and understand historical documents, and the average score on that question was 37%.

36. Marcus Garvey's prominence during the 1920s arose from his
- (A) establishment of a political party focusing on civil rights issues
  - (B) emphasis on the importance of Black pride and Black nationalism
  - (C) development of a national network of Black-owned businesses
  - (D) financial and literary contributions to the Harlem Renaissance
  - (E) service as an unofficial adviser to Presidents and cabinet members
37. The 1979 incident at Three Mile Island had which of the following effects?
- (A) It intensified criticism of the Supreme Court.
  - (B) It intensified American Indian political activism.
  - (C) It forced the United States to reconsider the policy of "massive retaliation."
  - (D) It increased public pressure to free the United States from dependence on foreign energy sources.
  - (E) It increased support for the movement against nuclear power.

## Challenges with the previous exam:

- **The exam's multiple-choice questions only tested recall**, and did not test a student's ability to understand and analyze the founding documents of American history and the great conversation they inspired across the centuries.
- **Teachers and students felt pressure to race through history**, cramming every fact that could show up in a multiple-choice question.
- **Teachers and students felt they did not have time to slow down** and develop a rich appreciation for these profound and pioneering documents.

# Two Challenges with the Prior AP U.S. History Program



## Solution 1:

The 80 multiple-choice questions have been replaced by 55 questions that require examination of historical documents.

Questions 1 - 3 refer to the excerpt below.

“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormous. . . . It was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro’ the town in an evening without hearing psalms sung in different families of every street.”

Benjamin Franklin, *The Autobiography of Benjamin Franklin*

1. Whitefield’s impact suggests that religious culture among British North American colonists in the 1700s was most directly shaped by
  - (A) Roman Catholic influences
  - (B) interest in commerce and business
  - (C) trans-Atlantic exchanges
  - (D) reliance on agriculture
2. Whitefield’s open-air preaching contributed most directly to which of the following trends?
  - (A) The growth of the ideology of republican motherhood
  - (B) Greater independence and diversity of thought
  - (C) Movement of settlers to the backcountry
  - (D) The pursuit of social reform
3. The preaching described in the excerpt is an example of which of the following developments in the 1700s?
  - (A) The development of an idea of republican self-government
  - (B) The emergence of calls for the abolition of slavery
  - (C) The increased influence of the Enlightenment
  - (D) The expansion of Protestant evangelism

# Two Challenges with the Prior AP U.S. History Program



## Challenge 2: The brief AP topic outline left teachers confused about what topics might actually be on the AP Exam.

### 14. Development of the West in the Late Nineteenth Century

Expansion and development of western railroads

Competitors for the West: miners, ranchers, homesteaders, and American Indians

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

### 15. Industrial America in the Late Nineteenth Century

Corporate consolidation of industry

Effects of technological development on the worker and workplace

Labor and unions

National politics and influence of corporate power

Migration and immigration: the changing face of the nation

Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

### 16. Urban Society in the Late Nineteenth Century

Urbanization and the lure of the city

City problems and machine politics

Intellectual and cultural movements and popular entertainment

### 17. Populism and Progressivism

Agrarian discontent and political issues of the late nineteenth century

Origins of Progressive reform: municipal, state, and national

Roosevelt, Taft, and Wilson as Progressive presidents

Women's roles: family, workplace, education, politics, and reform

Black America: urban migration and civil rights initiatives

### The previous framework:

- Put teachers in the position of covering large amounts of content that may not be required by their state, such as “gender, race, and ethnicity in the far West” and “Environmental impacts of western settlement.”
- Placed no limitations on what college professors chose to include in the AP Exam.

# Two Challenges with the Prior the AP U.S. History Program



**Solution 2:** AP asked colleges to prioritize which concepts are truly essential for granting college credit and advanced standing to incoming students; then, for the first time ever, the AP Program provided that transparency to the teaching community by publishing that 50-page concept outline.

## How was the concept outline developed?

- **College department chairs across the country agreed:**
  - **AP teachers should have much more flexibility** than the old, vague topic outline allowed them.
  - **to prioritize key concepts that the AP course should include**, while also **agreeing that AP teachers should have flexibility to select the specific content** for investigating each of those concepts.
  - **they would limit their exam questions to these key concepts**, so that students could earn points for whichever specific examples their teacher chose to focus on.
- **We piloted the new outline to confirm that it resolved teachers' concerns.** The pilot showed that the new outline provided teachers with much more flexibility than the old one, freeing up 21 additional class periods for focus on areas of interest to their students, or areas where students needed additional help
- **We charged the faculty with ensuring a balance of political perspectives within the course; 98% of the reviewers attested that the concept outline achieved that balance.**

# Which of the following best supports local selection of course content?

## OLD AP US History

### ➤ Vague, 5-page outline:

“Colonial government and imperial policies in British North America”

### ➤ Related AP Exam question:

“Which of the following colonies required each community of 50 or more families to provide a teacher of reading and writing?”

1. Pennsylvania
2. Massachusetts
3. Virginia
4. Maryland
5. Rhode Island”

## NEW AP US History

### ➤ Specific, 50-page outline:

“The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce.”

### ➤ Related AP Exam question:

“Briefly describe ONE factor that enabled the New England colonies to develop a thriving economy.”

# Which of the following best supports local selection of course content?

## OLD AP US History

- Vague, 5-page outline:

“Expanding movements for civil rights”
  
- Related AP Exam question:

“The National Organization for Women (NOW) was founded in 1966 in order to:

  1. encourage women to believe in the “feminine mystique”
  2. challenge sex discrimination in the workplace
  3. oppose the proposed Equal Rights Amendment
  4. advocate restrictions on access to abortion
  5. Advocate equal access for women to athletic facilities”

## NEW AP US History

- Specific, 50-page outline

“Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting.”
  
- Related AP Exam question:

“Briefly explain ONE specific example of civil rights activism that curtailed segregation between 1945-1980.”



# Which of the following best supports local selection of course content?

## OLD AP US History

### ➤ Vague, 5-page outline:

“The attack on Pearl Harbor and United States declaration of war”

### ➤ Related AP Exam question:

Test prep publishers advised students as follows: **“‘Pearl Harbor is the only World War II battle that has appeared on an APUSH exam. Do not expect to see the Battle of the Bulge or the D-Day invasions appear as test questions.’”\***

\* Larry Krieger, *AP U.S. History Crash Course* (2010), p. 110.

## NEW AP US History

### ➤ Specific, 50-page outline

“The dominant American role in the Allied victory and postwar peace settlements, combined with the war-ravaged condition of Asia and Europe, allowed the United States to emerge from the war as the most powerful nation on earth.”

### ➤ Related AP Exam question:

“Briefly describe ONE example of America’s dominant role in the Allies’ World War II victory.”

# Excerpt: The Clarified Concept Outline

**EXAMPLE 2** Period 7: 1890–1945

Key Concept PRIORITIZED BY COLLEGES FOR CREDIT	TEACHER-SELECTED examples of individuals, groups, and movements to investigate the Key Concept	TEACHER-SELECTED primary and secondary sources for students to examine the Key Concept in depth	Focus of AP Exam questions:
C) The United States and its allies achieved victory over the Axis powers through a combination of factors, including allied political and military cooperation, industrial production, technological and scientific advances, and popular commitment to advancing democratic ideals.	<ul style="list-style-type: none"> <li>› D-Day and invasion of Normandy</li> <li>› development of sonar</li> <li>› the liberation of Nazi death camps and the Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>› Atlantic Charter</li> <li>› Frank Sinatra, "The House I Live In" (short film)</li> <li>› James Brady, <i>Flags of Our Fathers</i></li> </ul>	<p><b>Thematic Learning Objectives</b></p> <p><b>WOR-4:</b> Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes</p> <p><b>WOR-7:</b> Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p> <p><b>ID-3:</b> Analyze how U.S. involvement in international crises such as the Spanish-American war, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.</p> <p><b>ID-6:</b> Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness</p> <p><b>POL-5:</b> Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787</p>
D) Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.	<ul style="list-style-type: none"> <li>› Morgenthau Plan</li> <li>› Yalta Conference</li> <li>› Bretton Woods agreements</li> </ul>	<ul style="list-style-type: none"> <li>› Benn Steil, <i>The Battle of Bretton Woods</i></li> <li>› Protocols of the Berlin Potsdam Conference</li> </ul>	

# Teachers Support the AP U.S. History Redesign

Here's a look at how AP U.S. History teachers feel about the redesigned course, which eliminates the pressure to race through history, cramming every fact that could show up in a multiple-choice question.

Survey Question	Prior AP U.S. History Course	Revised AP U.S. History Course
The course covers too many topics in not enough depth	72%	6%
The course has the right balance of breadth and depth	24%	81%
The course is appropriately paced	62%	91%

The new AP U.S. History course framework was released to the public in October 2012, was authored by and has the overwhelming support of, AP U.S. History teachers and college level U.S. history professors. Since that time, we have received some thoughtful feedback. To address these concerns the College Board has:

- **Clarified the instructions in the framework;**
- **Implemented a process for collecting feedback** to ensure fidelity to college credit requirements and a balanced view of America's history; and
- **Started to rollout the most robust set of supporting materials for AP U.S. History teachers in the AP Program's 60-year history.**

More information is available [collegeboard.org/APUSH](https://collegeboard.org/APUSH)

**“My sentiments are entirely on the side of the AP History framework. It was put together by teachers and historians who have been working on it for years. It is a sound framework that will help teachers improve the teaching of AP history.”**

James McPherson, Pulitzer Prize-winning  
historian of the Civil War, October 13, 2014

The following slides contain attestations of support from each of the country's American history associations.

August 20, 2014

## The AHA Supports the Revised Framework for the Advanced Placement U.S. History Course and Exam

The American Historical Association (AHA) supports the College Board in its efforts to encourage rigorous history education and ensure that the history classroom is a place of engaged learning and open dialog. The AHA remains confident that the College Board's Advanced Placement US History Framework will help teachers achieve these goals without introducing partisanship, dictating content, or ignoring important aspects of US history. **The AHA objects to mischaracterizations of the framework as anti-American, purposefully incomplete, radical, and/or partisan.**

The new framework is not a set of instructions or dictates for teachers; it allows them to decide what content may be taught in the AP history classroom. The framework has been grievously mischaracterized as a curriculum. It is not. The framework offers guidance for teachers on how to connect just about any historical content to the skills that students will need for the AP exam, for college, and for citizenship. The curriculum content remains the province of the teacher, the school district, and the state.

# Organization of American Historians



August 29, 2014

The Organization of American Historians supports the Revised Framework for the Advanced Placement and U.S. History Course and Exam.

In response to recent criticism of the College Board, the OAH affirms that expert teachers and scholars of good will designed and conducted the extensive process of revision.

The OAH is proud to be associated with these dedicated and professional teachers and historians.

August 26, 2014

NCHE welcomes revision of the APUSH Framework and test in view of the increased emphasis on the teaching and testing of historical thinking.

Multiple-choice questions, often derided as “multiple guess,” will now relate to historical evidence, such as documents, images, and maps, and require students to reason rather than simply recall.

There will be short essays specifically designed to assess proficiency in historical thinking, as well as command of content knowledge.

Longer essays, written in response to Document-Based Questions, will also show students’ ability to understand, interpret, and apply historical evidence. These skills will serve them well in college and throughout their lives.

Of course, historical thinking requires that students have some history to think about, and to that end **the APUSH Framework includes a concept outline, but offers teachers considerable latitude in deciding how to flesh it out. Given that latitude, complaints about omissions from, and a political bias in, the Framework seem misplaced.** Besides, teaching students how to think for themselves is the best antidote to the dangers cited by APUSH critics.



# For Further Information



These attestations and others, as well as the AP US History course materials, are available to the public at:

More information is available [collegeboard.org/APUSH](https://collegeboard.org/APUSH)