



Worthington Kilbourne High School Course Advisory Sheet

History

American History/AP US History

Scope and sequence of the standard-level and advanced course:

American History analyzes foundational documents (U.S. Constitution, etc.) and then focuses on U. S. History from the Reconstruction to the present. AP U. S. History covers a period that begins prior to European colonization and continues to the present, covering every period of U. S. History in greater depth.

In a standard-level course, students who typically perform well...

- Attend class every day with all necessary materials
- Actively participate in classroom activities, including taking notes daily
- Seek out other students' assistance when an absence is unavoidable
- Commit 20-30 minutes per night to completing homework assignments and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Consult with the teacher outside of class to eliminate misconceptions and/or gaps in knowledge, and work on skills and/or knowledge needed to perform well on all of the components of unit tests, including essays
- Learn how to use Google Apps For Education, including, but not limited to, Gmail, My Drive, Docs, Slides, and Sheets.

Advanced course students accept additional responsibilities for:

- Completing the summer assignments
- Committing an additional 15-30 minutes per day to completing homework assignments, outlining/drafting essays, and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Reading a textbook that is written using a more elevated vocabulary, more complex sentence structure, longer paragraphs/sections/chapters, and with more density (words per page) and fewer visuals than a standard course textbook
- Elevating their writing skills in developing clear central claims that are upheld by logically consistent supporting claims which are, in turn, substantiated by multiple specific items of historical evidence linked to each claim by a valid warrant
- Interpreting primary sources and incorporating them as evidence to substantiate supporting claims
- Preparing to take the AP United States History Exam by attending after school review sessions, completing practice multiple-choice tests, and perfecting essay-writing skills

From a student's perspective:

"xx."

Example of text from U.S. History textbook

Example of text from a primary source used in class

<p>Success of the First New Deal</p> <p>During his first year in office, Roosevelt convinced Congress to pass an astonishing array of legislation. The First new Deal did not restore prosperity, but it reflected Roosevelt’s zeal for action and his willingness to experiment. Banks were reopened, many more people retained their homes and farms, and more people were employed. Perhaps the most important result of the First New Deal was a change in the spirit of the American people. Roosevelt’s actions had inspired hope and restored Americans’ faith in their nation.</p> <p>From: United States History & Geography, The McGraw-Hill Companies, Inc., 2014</p>	<p>From: <i>Speech of Daniel Webster, January 20, 1830 - from the Webster -Haynes Debates</i></p> <p>“[O]pinions were expressed yesterday on the general subject of the public lands, and on some other subjects, by the gentleman from South Carolina, so widely different from my own, that I am not willing to let the occasion pass without some reply. ...</p> <p>As a reason for wishing to get rid of the public lands as soon as we could, and as we might, the honorable gentleman said, he wanted no permanent sources of income. He wished to see the time when the Government should not possess a shilling of permanent revenue. If he could speak a magical word, and by that word convert the whole capital into gold, the word should not be spoken. The administration of a fixed revenue, [he said] only consolidates the Government, and corrupts the people! Sir, I confess I heard these sentiments uttered on this floor not without deep regret and pain.</p> <p>I am aware that these, and similar opinions, are espoused by certain persons out of the capitol, and out of this Government; but I did not expect so soon to find them here. Consolidation! — that perpetual cry, both of terror and delusion — consolidation! Sir, when gentlemen speak of the effects of a common fund, belonging to all the States, as having a tendency to consolidation, what do they mean? Do they mean, or can they mean, anything more than that the Union of the States will be strengthened, by whatever continues or furnishes inducements to the people of the States to hold together? If they mean merely this, then, no doubt, the public lands as well as everything else in which we have a common interest, tends to consolidation; and to this species of consolidation every true American ought to be attached; it is neither more nor less than strengthening the Union itself. This is the sense in which the framers of the constitution use the word consolidation; and in which sense I adopt and cherish it. They tell us, in the letter submitting the constitution to the consideration of the country, that, “in all our deliberations on this subject, we kept steadily in our view that which appears to us the greatest interest of every true American — the consolidation of our Union — in which is involved our prosperity, felicity, safety; perhaps our national existence. This important consideration, seriously and deeply impressed on our minds, led each State in the Convention to be less rigid, on points of inferior magnitude, than might have been otherwise expected.”</p>
<p>Example of an essay question from U.S. History</p>	<p>Example of a essay question from an AP U.S. History assessment</p>
<p>Discuss the New Deal’s legacy, including its effectiveness in dealing with the Depression and its lasting effects on the role of the government.</p>	<p>Evaluate the effectiveness of Progressive Era reformers and the National government in Washington in bringing about reform at the national level. Be sure to analyze the successes and limitations of these efforts in the period 1895 to 1920, and you should include numerous areas of reform as presented in class and in texts.</p>