**COURSE DESCRIPTION**

**Course Title:** United States History I

**Course Number:** 00110

**Course Prerequisites:** N/A

**Course Description:** United States History I will cover the period from Colonial America through the post-Civil War eras of Reconstruction and the Gilded Age. The course will examine how the United States faced the problems of settling new lands and forming a new government. Students will also look at the problems preserving the Union and resolving the issue of slavery. There will be an emphasis on how the government was formed and the challenges of a young nation. This course will include an overview of the social, economic, cultural, and historical developments and how these forces affected the politics of the times. District marking period assessments are required.

**Suggested Grade Level**: Grade 9

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 59 Social Studies

CSPG 52 Middle Level Social Studies

CSPG 35 Citizenship Education

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 04102

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  American History

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**  9780544454194

**Copyright Date:** 2018

**WCSD Board Approval Date:** 04/12/2021

**Supplemental Materials:** DBQ Project Materials, Choices Program

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/22/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023/2024

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

The Colonial Period

* Native Americans in Early America
* European Exploration
* The Thirteen Colonies
* Colonial Societies
* The Great Awakening

The Road to Independence & The Formation of a National Government

* French & Indian War
* Loyalists vs. Patriots
* American Revolution
* Forming a Confederation
* The Constitution

**Marking Period 2**

The Growing Pains of a Growing Nation

* Washington’s Presidency
* Partisan Politics
* Jeffersonian Democracy
* The War of 1812
* The Era of Good Feelings
* Nationalism & Sectionalism
* Jacksonian Democracy
* Reform Movements

**Marking Period 3**

Reform, Crisis, The Civil War & Reconstruction

* Manifest Destiny
* The Coming of War
* The Civil War
* Reconstruction

**Marking Period 4**

Growth and Transformation

* Settling the West
* The Gilded Age
	+ Industrialization
	+ Urbanization
	+ Immigration

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Generalize how Native American cultures adapted their way of life to the geographic and climatic conditions of the regions they settled in | 8.1.9.A8.3.9.A-D7.1.9.A,B7.3.9.A7.4.9.A,B6.1.9.A,B5.1.9.A | MP1 |
| Evaluate how Columbus’s voyages set off a chain of events that brought together the peoples of Europe, Africa, and the Americas | 8.1.9.A,B8.4.9.A-D7.1.9.A,B7.2.9.A7.3.9.A7.4.9.A,B6.1.9.D6.2.9.A6.4.9.A,B5.1.9.A | MP1 |
| Assess how the arrival of European settlers affected Native American societies | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A6.1.9.B5.1.9.A5.2.9.B | MP1 |
| Describe the social, political and cultural contributions of groups and individuals to US history from Early America | 8.1.9.A8.3.9.A,D8.4.9.A,D7.3.9.A5.3.9.J | MP1 |
| Differentiate and explain how the American colonies in the different regions developed varying economic, political, and societal practices | 8.1.9.A8.2.9.A-D8.3.9.A-D7.3.9.A6.1.9.A,B6.2.9.A5.1.9.A,B5.2.9.D | MP1 |
| Evaluate and explain whether geography greatly affected the development of colonial America | 8.1.9.A8.2.9.C8.3.9.C7.1.9.A,B7.2.9.A7.3.9.A7.4.9.A,D6.1.9.A | MP1 |
| Assess and deduce whether Puritanism has shaped American values | 8.1.9.A8.3.9.A-D7.3.9.A5.1.9.A5.2.9.D | MP1 |
| Analyze if colonial America was a democratic society | 8.1.9.A8.3.9.A-D7.3.9.A5.1.9.A5.2.9.A,B,D | MP1 |
| Analyze the social, economic, and political tensions that occurred North America in the mid-18th century | 8.1.9.A8.3.9.A-D7.3.9.A6.2.9.A5.1.9.A,B5.2.9.A,B,D | MP1 |
| Describe the social, political and cultural contributions of groups and individuals to US history in the Colonial Period | 8.1.9.A8.2.9.A,D8.3.9.A,D8.4.9.A,D7.3.9.A7.4.9.B5.2.9.B,D | MP1 |
| Describe events which led to the beginning and spread of the French and Indian War | 8.1.9.A,B8.2.9.A,B,D8.3.9.A-D8.4.9.A,D7.1.9.B7.3.9.A6.1.9.B5.2.9.B | MP1 |
| Assess whether Great Britain lost more than it gained from its victory in the French and Indian War | 8.1.9.B8.4.9.A-D7.3.9.A6.1.9.C5.2.9.B | MP1 |
| Determine and explain if the colonists were justified in resisting British policies after the French and Indian War | 8.1.9.B8.3.9.A-D7.3.9.A6.3.9.C,D6.4.9.B5.1.9.A,C,F | MP1 |
| Interpret whether the American War for independence was inevitable | 8.1.9.B8.3.9.A-D8.4.9.A-D7.3.9.A5.2.9.B | MP1 |
| Analyze and explain the events that led the colonial leaders to write the Declaration of Independence | 8.1.9.A,B8.3.9.A-D7.3.9.A6.3.9.C5.1.9.A-D5.2.9.A-D5.3.9.I | MP1 |
| Evaluate and explain whether the Declaration of Independence established the foundation of American government | 8.1.9.A8.2.9.B8.3.9.B-D5.1.9.A-D5.2.9.A-D | MP1 |
| Examine and decide if the American Revolution was a civil war that turned neighbors into enemies | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.F | MP1 |
| Identify the most important military engagements of the American Revolution and explain their significance | 8.1.9.B8.2.9.B,D8.3.9.B,D7.1.9.A7.3.9.A5.2.9.B | MP1 |
| Analyze the American Revolution and determine if it was a radical event | 8.1.9.B8.3.9.B,C,D8.4.9.C7.3.9.A5.1.9.A,B | MP1 |
| Evaluate the social, political, economic, and cultural changes that occurred in America as the colonists fought for and gained independence | 8.1.9.A8.2.9.B,C8.3.9.B,C7.9.3.A6.2.9.G5.1.9.B | MP1 |
| Describe the social, political and cultural contributions of groups and individuals to US history in the events leading to and during the American Revolution | 8.1.9.B8.2.9.A,D8.3.9.A,D7.3.9.A7.4.9.B5.2.9.D | MP1 |
| Analyze the Articles of Confederation and conclude if they provided the US with an effective government | 8.1.9.B8.2.9.A-D6.3.9.A,B5.1.9.C,D | MP1 |
| Debate whether the Constitution could have been written without compromise | 8.1.9.B8.2.9.A-D5.2.9.B | MP1 |
| Interpret whether the state or federal government has a greater impact on our lives | 8.1.9.A8.3.9.B6.3.9.A-C5.1.9.D,E5.3.9.B,C | MP1 |
| Assess the effectiveness and efficiency of the system of checks and balances in our government | 8.1.9.A8.3.9.B-D5.1.9.A,D5.2.9.A-D5.3.9.A | MP1 |
| Examine how the language of the Preamble reflects historical events and the goals the Founders had for the future of the United States | 8.1.9.B8.2.9.A,B5.1.9.C,D | MP1 |
| Evaluate and conclude if the Constitution is a living document (Amendment process, elastic clause, judicial interpretation, legislative modifications, etc.) | 8.1.9.A8.2.9.B8.3.9.C5.1.9.A,C,D5.3.9.C,F | MP1 |
| Generate a product explaining the basic components of and systems of the US Federal Government | 8.1.9.C8.3.9.A5.3.9.B-F5.4.9.A | MP1 |
| Describe the social, political and cultural contributions of groups and individuals to US history in the events following the American Revolution and the forming of our national government | 8.1.9.A8.2.9.A,D5.2.9.C,D | MP1 |
| Evaluate the social, political, economic, and cultural changes that occurred as the United States became an independent nation | 8.1.9.A8.3.9.A-D5.2.9.B-D | MP1 |
| Assess whether George Washington’s leadership was indispensable in successfully launching the new federal government | 8.1.9.B8.3.9.A,D5.2.9.C5.3.9.C,F | MP2 |
| Evaluate and defend whose ideas were best for the new nation, Hamilton’s or Jefferson’s | 8.1.9.B8.3.9.A,D7.1.9.A7.3.9.A6.1.9.C6.2.9.G6.3.9.B5.2.9.B5.3.9.C | MP2 |
| Examine and conclude if political parties are good for our nation | 8.1.9.A8.3.9.A,C,D7.3.9.A5.1.9.F5.2.9.A-D5.3.9.D | MP2 |
| Explain how American trade, policies of neutrality, and westward expansion led to conflict with Native Americans and a variety of different European countries | 8.1.9.B8.2.9.A-D7.3.9.A6.1.9.C6.3.9.B-D6.4.9.A5.1.9.A5.2.9.B-D5.3.9.I | MP2 |
| Determine if the suppression of public opinion during time of crisis is ever justified | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A7.4.9.B6.1.9.A-C6.3.9.D5.1.9.A5.2.9.B-D5.3.9.H5.4.9.A,B | MP2 |
| Analyze and explain whether the United States should seek alliances with other nations | 8.1.9.B8.3.9.C7.3.9.A5.2.9.A-C5.3.9.B,C5.3.9.H | MP2 |
| Explain how the establishment of judicial review impacted the systems of checks and balances | 8.1.9.A8.3.9.A-D7.3.9.A6.3.9.D6.4.9.A5.4.9.A,B,E | MP2 |
| Evaluate the changes that occurred in the United States during the Jefferson Administration | 8.1.9.B8.3.9.A-D5.2.9.B,C5.3.9.A,F | MP2 |
| Determine if the purchase of the Louisiana Territory was a conflict of interest for President Jefferson | 8.1.9.A8.3.9.A-D7.3.9.A6.3.9.D5.2.9.C | MP2 |
| Justify and explain whether the United States should fight to preserve the right of its citizens to travel and trade overseas | 8.1.9.B8.3.9.A,B,D7.1.9.A7.3.9.A6.1.9.B5.2.9.C5.4.9.B | MP2 |
| Identify the causes and effects of the War of 1812 | 8.1.9.A8.3.9.A,C,D7.3.9.A6.2.9.F6.3.9.D5.2.9.A-C5.4.9.B | MP2 |
| Evaluate the social, political, economic, and cultural changes that occurred in America as the new nation formed | 8.1.9.B8.3.9.B,D8.4.9.B-D7.1.9.A7.3.9.A6.1.9.C5.1.9.C5.2.9.B-D | MP2 |
| Describe the social, political and cultural contributions of groups and individuals to US history during the formation of our new nation | 8.1.9.A8.3.9.B,C7.3.9.A5.2.9.B | MP2 |
| Employ analytical skills to evaluate primary source documents related to the forming of our new nation | 8.1.9.A8.3.9.A,B,D7.3.9.A5.2.9.C,D | MP2 |
| Summarize the key developments in the transportation revolution of the early 1800s  | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A6.2.9.F6.3.9.A-D5.1.9.C,F5.2.9.C,D | MP2 |
| Analyze why industrialization took root in the northern part of the United States and explain the effects of industrialization in the north | 8.1.9.A8.3.9.A-D7.1.9.A7.3.9.A6.4.9.D5.3.9.C | MP2 |
| Analyze the reasons that agriculture and slavery became entrenched in the South | 8.1.9.B8.3.9.A-D7.3.9.A7.4.9.A,B6.1.9.B6.2.9.A,F6.3.9.D6.4.9.A,B6.5.9.B5.4.9.B | MP2 |
| Describe the American System and the impact it had on the US during this time of national growth | 8.1.9.B8.3.9.A-D7.3.9.A7.4.9.A,B6.1.9.B6.2.9.A,F6.3.9.D6.4.9.A,B6.5.9.B5.4.9.B | MP2 |
| Assess how technological advances in the early 1800s affected the lives of Americans | 8.1.9.A8.3.9.A-D7.3.9.A6.2.9.A,D,G6.3.9.B,D5.2.9.C5.3.9.I5.4.9.A,B | MP2 |
| Analyze the Supreme Court under John Marshall and assess if his court gave too much power to the federal government | 8.1.9.A8.3.9.A-D7.3.9.A7.4.9.B6.4.9.D | MP2 |
| Explain the factors that led to the rise of a second two-party system of politics in the United States | 8.1.9.B8.3.9.A,B,D5.3.9.A,B,F | MP2 |
| Explain the causes and effects of major political controversies in the 1830s | 8.1.9.A8.3.9.A-D7.3.9.A5.1.9.C5.2.9.B-D5.3.9.D | MP2 |
| Evaluate and decide if the states have the right to ignore the laws of the national government | 8.1.9.B8.3.9.A-D7.3.9.A6.2.9.E,F6.3.9.B,D6.5.9.E5.1.9.C5.2.9.A-D5.3.9.A-C,F,G | MP2 |
| Evaluate and conclude whether the United States should have allowed American Indians to retain their tribal identities | 8.1.9.B8.3.9.A,B,D7.3.9.A6.3.9.B,C,D5.1.9.C,D,F5.2.9.B-D5.3.9.B,C,I | MP2 |
| Analyze and conclude if Andrew Jackson advanced or impeded the cause of democracy | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A5.1.9.A,C,D5.9.2.B,C5.3.9.A-C,F,G | MP2 |
| Analyze the impact of the First Industrial Revolution and the development of a national market economy on the economic, political, and social aspects of American life | 8.1.9.B8.3.9.A-D5.1.9.A,C5.2.9.C | MP2 |
| Analyze and explain how social reform efforts impacted American society in the first half of the 1800s | 8.1.9.B8.3.9.A-D7.3.9.A7.4.9.A,B6.2.9.A,E5.2.9.B-D5.3.9.B5.4.9.A | MP2 |
| Evaluate if legislative compromises can solve moral issues | 8.1.9.A8.3.9.A-D7.1.9.A7.3.9.A7.4.9.B5.1.9.C,D,F5.2.9.B,D5.3.9.B,C,G,H | MP2 |
| Evaluate if the Supreme Court can settle moral issues | 8.1.9.A8.3.9.A-D7.3.9.A5.1.9.A5.2.9.B,C5.3.9.B,C,G,H | MP2 |
| Examine the causes and effects of urbanization in the first half of the 1800s | 8.1.9.A8.3.9.A-D5.1.9.A5.2.9.B,C5.3.9.F,G,H | MP2 |
| Explain the causes and effects of the Second Great Awakening | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A7.4.9.B6.9.A,D6.2.9.F5.2.9.B,C | MP2 |
| Describe the social, political, economic, and cultural contributions of groups and individuals to US history during this time of national growth and reform | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.C,F5.2.9.B5.3.9.H | MP2 |
| Employ analytical skills to evaluate primary source documents related to the period of national growth and reform in American history | 8.1.9.A8.3.9.A,B,D7.3.9.A5.2.9.C,D | MP2 |
| Explain how the appeal of manifest destiny encouraged western expansion and settlement | 8.1.9.B8.3.9.A-D7.1.9.A7.2.9.A7.3.9.A | MP3 |
| Conclude whether the United States had a mission to expand freedom and democracy | 8.1.9.A8.3.9.C7.3.9.A5.1.9.A,C5.2.9.C | MP3 |
| Evaluate what “opening the frontier” meant for the different groups of people in North America | 8.1.9.A8.3.9.A-D7.3.9.A6.1.9.A-D5.1.9.C | MP3 |
| Analyze and explain the causes and effects of the Mexican-American War | 8.1.9.B8.3.9.A-D8.4.9.A-D7.1.9.A,B7.3.9.A7.4.9.B5.1.9.B5.2.9.B-D5.3.9.G5.4.9.B,E | MP3 |
| Evaluate the social, political, economic, and cultural changes that occurred in America during the period of Manifest Destiny | 8.1.9.A8.3.9.B,C,D7.3.9.A7.4.9.B6.1.9.A,C6.2.9.A,C,D5.1.9.C,F | MP3 |
| Describe the social, political and cultural contributions of groups and individuals to US history during the time of Manifest Destiny | 8.1.9.B8.3.9.A,D7.3.9.A7.4.9.B5.2.9.C5.3.9.D | MP3 |
| Evaluate the “peculiar institution” and examine the arguments for and against slavery | 8.1.9.B8.3.9.A-D7.1.9.B7.3.9.A6.1.9.A5.1.9.C | MP3 |
| Identify ways in which African Americans resisted the conditions of slavery and analyze the consequences of violent uprisings | 8.1.9.B8.3.9.A-D7.3.9.A6.1.9.A,B5.1.9.F5.3.9.B,C,H | MP3 |
| Compare and contrast opinions of supporters and opponents of abolitionism | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.C,F5.3.9.B,C,H | MP3 |
| Decide whether militancy advances or hinders the goals of a protest movement | 8.3.9.A8.3.9.C,D7.3.9.A5.1.9.A,C,F5.2.9.B | MP3 |
| Explain how the geography of the South and the westward expansion of slavery impacted the development of the South | 8.1.9.A8.3.9.A-D7.1.9.A7.3.9.A6.1.9.A-D6.2.9.G6.4.9.A5.1.9.C5.3.9.B,C | MP3 |
| Evaluate whether congressional neutrality towards slavery in the federal territories stirred up sectional strife | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A6.4.9.A5.1.9.C,D,F5.2.9.B-D5.3.9.B-D5.3.9.G,H | MP3 |
| Analyze and explain how the arguments over slavery caused tensions between regions in the United States in the two decades before the Civil War | 8.1.9.A8.3.9.A-D7.3.9.A7.4.9.A6.1.9.C6.2.9.A6.4.9.A,D5.2.9.C,D5.3.9.B-D | MP3 |
| Analyze the causes and effects of the secession crisis of 1861 | 8.1.9.B8.3.9.A-D7.1.9.A,B7.3.9.A6.2.9.G5.1.9.B-D5.3.9.C,D,G | MP3 |
| Compare and contrast the strategic objectives of the Civil war of the Union and the Confederacy | 8.1.9.B8.3.9.A-D7.1.9.B7.3.9.A6.2.9.A5.2.9.B | MP3 |
| Analyze and explain the turning points of the Civil War | 8.1.9.B8.2.9.B,D8.3.9A-D7.1.9.A7.4.9.A6.1.9.A,C5.2.9.B | MP3 |
| Determine whether the “total war” tactics near the end of the Civil War were necessary | 8.1.9.B8.3.9.A,B,D7.1.9.A7.4.9.B5.2.9.B | MP3 |
| Analyze and conclude if the Civil War was inevitable | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A7.4.9.B5.2.9.B,C | MP3 |
| Debate whether Abraham Lincoln deserves to be called the “Great Emancipator” | 8.1.9.B8.2.9.B8.3.9.A,D5.2.9.B,C5.3.9.C | MP3 |
| Justify if the Civil War was worth its cost | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.A,C,D | MP3 |
| Critique whether the South should have been treated as a defeated nation or as rebellious states | 8.1.9.B8.3.9.D7.3.9.A5.1.9.A,C5.2.9.B | MP3 |
| Evaluate the social, political, economic, and cultural changes that occurred in America during the Civil War | 8.1.9.A8.3.9.B,C,D7.3.9.A7.4.9.B6.1.9.A,C6.2.9.A,C,D5.1.9.C,F | MP3 |
| Describe the social, political and cultural contributions of groups and individuals to US history during the Civil War | 8.1.9.B8.3.9.A,D7.3.9.A7.4.9.B5.2.9.C5.3.9.D | MP3 |
| Examine how the social, economic, and political upheaval of the Civil War influenced the policies of Reconstruction | 8.1.9.B8.3.9.A-D7.3.9.A6.2.9.F6.3.9.A5.1.9.C,D5.2.9.B,C5.3.9.B-D,G | MP3 |
| Analyze whether Reconstruction extended or undermined democracy in the United States | 8.1.9.B8.3.9.A,C,D7.3.9.A6.1.9.C6.3.9.A5.1.9.A,C,D,F5.2.9.C,D5.3.9.A-J | MP3 |
| Describe what the Reconstruction Amendments meant for citizenship in the United States | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.C,D5.3.9.F | MP3 |
| Analyze how well the Reconstruction governments ruled the South | 8.1.9.B8.3.9.A-D7.1.9.A7.3.9.A5.1.9.A-C5.2.9.B-D5.3.9.B,C | MP3 |
| Determine when a president should be impeached and removed from office | 8.1.9.B8.3.9.B,C5.1.9.A,D5.2.9.B,C5.3.9.A,H | MP3 |
| Analyze whether African Americans should have more strongly resisted the government’s decision to abandon the drive for equality | 8.1.9.B8.3.9.A-D7.3.9.A5.1.9.C,D,F5.3.9.D,F,G | MP3 |
| Evaluate how the lives of African Americans and women in America changed after the Civil War | 8.1.9.B8.3.9.A-D7.3.9.A6.3.9.A5.3.9.D,E,I | MP3 |
| Evaluate the social, political, economic, and cultural changes that occurred in America as a result of the Civil War and Reconstruction | 8.1.9.A8.3.9.B,C,D7.3.9.A7.4.9.B6.1.9.A,C6.2.9.A,C,D5.1.9.C,F | MP3 |
| Describe the social, political and cultural contributions of groups and individuals to US history during Reconstruction | 8.1.9.B8.3.9.A,D7.3.9.A7.4.9.B5.2.9.C5.3.9.D | MP3 |
| Conclude what caused the increase in migration to the West and what effect this migration had on demographic patterns of the United States | 8.1.9.A8.3.9.A-D7.1.9.B7.3.9.A6.1.9.A-D6.3.9.A6.4.9.D5.1.9.C | MP4 |
| Infer if the West has been romanticized | 8.1.9.B8.3.9.A-D7.3.9.A5.3.9.H | MP4 |
| Debate if the conquest of Native Americans can be justified | 8.1.9.B8.3.9.A-D7.1.9.A,B7.2.9.A7.3.9.A6.1.9.B-D6.2.9.C,E6.3.9.A5.1.9.A,C5.2.9.B,C5.3.9.C | MP4 |
| Analyze and determine if Native Americans have been treated fairly by the United States government | 8.1.9.A8.3.9.A-D7.3.9.A6.1.9.B5.1.9.A,C5.2.9.B5.3.9.B,C | MP4 |
| Determine who was to blame for the problems of American farmers after the Civil War | 8.1.9.B8.3.9.A-D7.1.9.A,B7.4.9.A,B6.2.9.B,D-F6.4.9.D5.1.9.F5.2.9.B-D5.3.9.C | MP4 |
| Conclude whether populism provided an effective solution to the nation’s problems | 8.1.9.B8.3.9.A-D7.3.9.A6.2.9.A,B,D,E6.3.9.B5.2.9.B-D5.3.9.B-D,G,H | MP4 |
| Evaluate the social, political, economic, and cultural changes that occurred in America during westward expansion | 8.1.9.A8.3.9.B,C,D7.3.9.A7.4.9.B6.1.9.A,C6.2.9.A,C,D5.1.9.C,F | MP4 |
| Describe the social, political, and cultural contributions of groups and individuals to US history during westward expansion | 8.1.9.B8.3.9.A,D7.3.9.A7.4.9.B5.2.9.C5.3.9.D | MP4 |
| Critique whether big business leaders were “captains of industry” or “robber barons” | 8.1.9.C8.3.9.A-D7.3.9.A6.1.9.A,B6.2.9.B,D,F6.4.9.C6.5.9.C-F5.4.9.E | MP4 |
| Determine if business should be regulated closely by the government | 8.1.9.A8.3.9.A-D6.3.9.B5.2.9.B,C5.3.9.B | MP4 |
| Analyze whether businesses should be allowed to combine and reduce competition | 8.1.9.B8.3.9.A-D6.2.9.D6.5.9.C5.3.9.C | MP4 |
| Debate whether workers can attain economic justice without violence | 8.1.9.A8.3.9.A-D7.3.9.A6.5.9.A5.2.9.A-D | MP4 |
| Classify the push-pull factors that influenced immigration to the US in the late 19th century and early 20th century | 8.1.9.B8.3.9.A-D8.4.9.A,C7.1.9.A,B7.3.9.A7.4.9.A6.1.9.A,B6.2.9.E5.1.9.C5.2.9.A | MP4 |
| Interpret the causes and effects of the problems that developed as more people crowded into urban areas | 8.1.9.B8.3.9.A-D7.1.9.A,B7.3.9.A7.4.9.A,B 6.3.9.A5.3.9.C,H | MP4 |
| Assess whether America fulfilled the dreams of immigrants | 8.1.9.A8.3.9.B,C,D7.3.9.A6.2.9.G6.5.9.A,B5.2.9.A,D | MP4 |
| Critique the main political and economic issues of the Gilded Age | 8.1.9.B8.3.9.A-D7.3.9.A6.1.9.A-C6.2.9.A-F6.3.9.A-D6.4.9.C,D6.5.9.A-F5.2.9.B-D5.3.9.B-I | MP4 |
| Determine how rapid growth in industrialization and urbanization led to changes in American society | 8.1.9.A8.3.9.A-D8.2.9.A,B7.1.9.A,B7.2.9.B7.3.9.A7.4.9.A,B6.1.9.A-D6.2.9.A-F6.4.9.C,D6.5.9.E5.2.9.B-D5.3.9.C-E5.4.9.C | MP4 |
| Evaluate how innovations in technology affected the leisure industry and popular culture in the US at the turn of the 20th century | 8.1.9.B8.3.9.A-D7.3.9.A6.2.9.A-F6.4.9.D5.3.9.G,H | MP4 |
| Determine whether immigration has been the key to America’s success | 8.1.9.B8.3.9.A-D8.4.9.A-D7.1.9.A7.3.9.A7.4.9.B5.1.9.C5.4.9.D | MP4 |
| Evaluate the social, political, economic, and cultural changes that occurred in America during the Gilded Age | 8.1.9.A8.3.9.B,C,D7.3.9.A7.4.9.B6.1.9.A,C6.2.9.A,C,D5.1.9.C,F5.2.9.B-D5.3.9.B,C,E | MP4 |
| Describe the social, political, and cultural contributions of groups and individuals to US history during the Gilded Age | 8.1.9.B8.3.9.A,D7.3.9.A7.4.9.B5.2.9.C5.3.9.D,G | MP4 |
| Employ analytical skills to evaluate primary and secondary source documents | 8.1.9.B | MP1MP2MP3MP4 |
| Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole | CC.8.5.9-10.A | MP1MP2MP3MP4 |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea | CC.8.5.9-10.B | MP1MP2MP3MP4 |
| Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain | CC.8.5.9-10.C | MP1MP2MP3MP4 |
| Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10) | CC.8.5.9-10.D | MP1MP2MP3MP4 |
| Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole  | CC.8.5.9-10.E | MP1MP2MP3MP4 |
| Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence  | CC.8.5.9-10.F | MP1MP2MP3MP4 |
| Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem | CC.8.5.9-10.G | MP1MP2MP3MP4 |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information  | CC.8.5.9-10.H | MP1MP2MP3MP4 |
| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources  | CC.8.5.9-10.I | MP1MP2MP3MP4 |
| Write arguments focused on discipline-specific content | 8.1.9.CCC.8.6.9-10.A | MP1MP2MP3MP4 |
| Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes | 8.1.9.CCC.8.6.9-10.B | MP1MP2MP3MP4 |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | 8.1.9.CCC.8.6.9-10.C | MP1MP2MP3MP4 |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | CC.8.6.9-10.D | MP1MP2MP3MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information | CC.8.6.9-10.E | MP1MP2MP3MP4 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | CC.8.6.9-10.F | MP1MP2MP3MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation | CC.8.6.9-10.G | MP1MP2MP3MP4 |
| Draw evidence from informational texts to support analysis reflection, and research | 8.1.9.BCC.8.6.9-10.H | MP1MP2MP3MP4 |
| Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | CC.8.6.9-10.I | MP1MP2MP3MP4 |
| Identify major geographic features important to the study of American History | 7.1.9.A7.2.9.A,B7.3.9.A7.4.9.A | MP1MP2MP3MP4 |
| Use maps, globes, and other geographic tools to analyze the physical and cultural landscapes and settlement patterns of areas in the United States and the world to interpret the past | 7.1.9.A,B7.2.9.A, B7.3.9.A7.4.9.A, B | MP1MP2MP3MP4 |
| Identify and compare political boundaries with the locations of civilizations, empires, nations, countries, states, and cities | 7.1.9.A,B7.3.9.A7.4.9.B | MP1MP2MP3MP4 |
| Analyze the trends in human migration and cultural interaction and how these trends impacted regions of the United States and the world | 7.1.9.A,B7.2.9.A, B7.3.9.A7.4.9.A, B | MP1MP2MP3MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include but are not limited to:**

* Journal Entry
* Entry/Exit Ticket
* Thinking Map
* Verbal Explanation
* Observation
* Artifacts
* Reflection/Summary
* Quiz

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include but are not limited to:**

* Marking Period Assessment/Final Exam
* Writing a Paper/Essay
* Performance Tasks
* Project
* Tests
* Portfolio