

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **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](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

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

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

**GPA Type:** ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

**State Course Code:** 04102

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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#### **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
  - o Industrialization
  - o Urbanization
  - o Immigration

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.A 8.3.9.A-D 7.1.9.A,B 7.3.9.A 7.4.9.A,B 6.1.9.A,B 5.1.9.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,B 8.4.9.A-D 7.1.9.A,B 7.2.9.A 7.3.9.A 7.4.9.A,B 6.1.9.D 6.2.9.A 6.4.9.A,B 5.1.9.A	MP1
Assess how the arrival of European settlers affected Native American societies	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 6.1.9.B 5.1.9.A 5.2.9.B	MP1
Describe the social, political and cultural contributions of groups and individuals to US history from Early America	8.1.9.A 8.3.9.A,D 8.4.9.A,D 7.3.9.A 5.3.9.J	MP1
Differentiate and explain how the American colonies in the different regions developed varying economic, political, and societal practices	8.1.9.A 8.2.9.A-D 8.3.9.A-D 7.3.9.A 6.1.9.A,B 6.2.9.A 5.1.9.A,B 5.2.9.D	MP1
Evaluate and explain whether geography greatly affected the development of colonial America	8.1.9.A 8.2.9.C 8.3.9.C 7.1.9.A,B 7.2.9.A 7.3.9.A 7.4.9.A,D 6.1.9.A	MP1
Assess and deduce whether Puritanism has shaped American values	8.1.9.A 8.3.9.A-D 7.3.9.A 5.1.9.A 5.2.9.D	MP1
Analyze if colonial America was a democratic society	8.1.9.A 8.3.9.A-D 7.3.9.A 5.1.9.A 5.2.9.A,B,D	MP1
Analyze the social, economic, and political tensions that occurred North America in the mid-18 <sup>th</sup> century	8.1.9.A 8.3.9.A-D 7.3.9.A 6.2.9.A 5.1.9.A,B 5.2.9.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.A 8.2.9.A,D 8.3.9.A,D 8.4.9.A,D 7.3.9.A	MP1

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
	7.4.9.B 5.2.9.B,D	
Describe events which led to the beginning and spread of the French and Indian War	8.1.9.A,B 8.2.9.A,B,D 8.3.9.A-D 8.4.9.A,D 7.1.9.B 7.3.9.A 6.1.9.B 5.2.9.B	MP1
Assess whether Great Britain lost more than it gained from its victory in the French and Indian War	8.1.9.B 8.4.9.A-D 7.3.9.A 6.1.9.C 5.2.9.B	MP1
Determine and explain if the colonists were justified in resisting British policies after the French and Indian War	8.1.9.B 8.3.9.A-D 7.3.9.A 6.3.9.C,D 6.4.9.B 5.1.9.A,C,F	MP1
Interpret whether the American War for independence was inevitable	8.1.9.B 8.3.9.A-D 8.4.9.A-D 7.3.9.A 5.2.9.B	MP1
Analyze and explain the events that led the colonial leaders to write the Declaration of Independence	8.1.9.A,B 8.3.9.A-D 7.3.9.A 6.3.9.C 5.1.9.A-D 5.2.9.A-D 5.3.9.I	MP1
Evaluate and explain whether the Declaration of Independence established the foundation of American government	8.1.9.A 8.2.9.B 8.3.9.B-D 5.1.9.A-D 5.2.9.A-D	MP1
Examine and decide if the American Revolution was a civil war that turned neighbors into enemies	8.1.9.B 8.3.9.A-D 7.3.9.A 5.1.9.F	MP1
Identify the most important military engagements of the American Revolution and explain their significance	8.1.9.B 8.2.9.B,D 8.3.9.B,D 7.1.9.A 7.3.9.A 5.2.9.B	MP1
Analyze the American Revolution and determine if it was a radical event	8.1.9.B 8.3.9.B,C,D 8.4.9.C 7.3.9.A 5.1.9.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.A 8.2.9.B,C 8.3.9.B,C 7.9.3.A 6.2.9.G 5.1.9.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.B 8.2.9.A,D 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.D	MP1
Analyze the Articles of Confederation and conclude if they provided the US with an effective government	8.1.9.B 8.2.9.A-D 6.3.9.A,B 5.1.9.C,D	MP1

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Debate whether the Constitution could have been written without compromise	8.1.9.B 8.2.9.A-D 5.2.9.B	MP1
Interpret whether the state or federal government has a greater impact on our lives	8.1.9.A 8.3.9.B 6.3.9.A-C 5.1.9.D,E 5.3.9.B,C	MP1
Assess the effectiveness and efficiency of the system of checks and balances in our government	8.1.9.A 8.3.9.B-D 5.1.9.A,D 5.2.9.A-D 5.3.9.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.B 8.2.9.A,B 5.1.9.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.A 8.2.9.B 8.3.9.C 5.1.9.A,C,D 5.3.9.C,F	MP1
Generate a product explaining the basic components of and systems of the US Federal Government	8.1.9.C 8.3.9.A 5.3.9.B-F 5.4.9.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.A 8.2.9.A,D 5.2.9.C,D	MP1
Evaluate the social, political, economic, and cultural changes that occurred as the United States became an independent nation	8.1.9.A 8.3.9.A-D 5.2.9.B-D	MP1
Assess whether George Washington's leadership was indispensable in successfully launching the new federal government	8.1.9.B 8.3.9.A,D 5.2.9.C 5.3.9.C,F	MP2
Evaluate and defend whose ideas were best for the new nation, Hamilton's or Jefferson's	8.1.9.B 8.3.9.A,D 7.1.9.A 7.3.9.A 6.1.9.C 6.2.9.G 6.3.9.B 5.2.9.B 5.3.9.C	MP2
Examine and conclude if political parties are good for our nation	8.1.9.A 8.3.9.A,C,D 7.3.9.A 5.1.9.F 5.2.9.A-D 5.3.9.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.B 8.2.9.A-D 7.3.9.A 6.1.9.C 6.3.9.B-D 6.4.9.A 5.1.9.A 5.2.9.B-D 5.3.9.I	MP2
Determine if the suppression of public opinion during time of crisis is ever justified	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 7.4.9.B 6.1.9.A-C 6.3.9.D	MP2

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
	5.1.9.A 5.2.9.B-D 5.3.9.H 5.4.9.A,B	
Analyze and explain whether the United States should seek alliances with other nations	8.1.9.B 8.3.9.C 7.3.9.A 5.2.9.A-C 5.3.9.B,C 5.3.9.H	MP2
Explain how the establishment of judicial review impacted the systems of checks and balances	8.1.9.A 8.3.9.A-D 7.3.9.A 6.3.9.D 6.4.9.A 5.4.9.A,B,E	MP2
Evaluate the changes that occurred in the United States during the Jefferson Administration	8.1.9.B 8.3.9.A-D 5.2.9.B,C 5.3.9.A,F	MP2
Determine if the purchase of the Louisiana Territory was a conflict of interest for President Jefferson	8.1.9.A 8.3.9.A-D 7.3.9.A 6.3.9.D 5.2.9.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.B 8.3.9.A,B,D 7.1.9.A 7.3.9.A 6.1.9.B 5.2.9.C 5.4.9.B	MP2
Identify the causes and effects of the War of 1812	8.1.9.A 8.3.9.A,C,D 7.3.9.A 6.2.9.F 6.3.9.D 5.2.9.A-C 5.4.9.B	MP2
Evaluate the social, political, economic, and cultural changes that occurred in America as the new nation formed	8.1.9.B 8.3.9.B,D 8.4.9.B-D 7.1.9.A 7.3.9.A 6.1.9.C 5.1.9.C 5.2.9.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.A 8.3.9.B,C 7.3.9.A 5.2.9.B	MP2
Employ analytical skills to evaluate primary source documents related to the forming of our new nation	8.1.9.A 8.3.9.A,B,D 7.3.9.A 5.2.9.C,D	MP2
Summarize the key developments in the transportation revolution of the early 1800s	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 6.2.9.F 6.3.9.A-D 5.1.9.C,F 5.2.9.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.A 8.3.9.A-D 7.1.9.A 7.3.9.A 6.4.9.D 5.3.9.C	MP2

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Analyze the reasons that agriculture and slavery became entrenched in the South	8.1.9.B 8.3.9.A-D 7.3.9.A 7.4.9.A,B 6.1.9.B 6.2.9.A,F 6.3.9.D 6.4.9.A,B 6.5.9.B 5.4.9.B	MP2
Describe the American System and the impact it had on the US during this time of national growth	8.1.9.B 8.3.9.A-D 7.3.9.A 7.4.9.A,B 6.1.9.B 6.2.9.A,F 6.3.9.D 6.4.9.A,B 6.5.9.B 5.4.9.B	MP2
Assess how technological advances in the early 1800s affected the lives of Americans	8.1.9.A 8.3.9.A-D 7.3.9.A 6.2.9.A,D,G 6.3.9.B,D 5.2.9.C 5.3.9.I 5.4.9.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.A 8.3.9.A-D 7.3.9.A 7.4.9.B 6.4.9.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.B 8.3.9.A,B,D 5.3.9.A,B,F	MP2
Explain the causes and effects of major political controversies in the 1830s	8.1.9.A 8.3.9.A-D 7.3.9.A 5.1.9.C 5.2.9.B-D 5.3.9.D	MP2
Evaluate and decide if the states have the right to ignore the laws of the national government	8.1.9.B 8.3.9.A-D 7.3.9.A 6.2.9.E,F 6.3.9.B,D 6.5.9.E 5.1.9.C 5.2.9.A-D 5.3.9.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.B 8.3.9.A,B,D 7.3.9.A 6.3.9.B,C,D 5.1.9.C,D,F 5.2.9.B-D 5.3.9.B,C,I	MP2
Analyze and conclude if Andrew Jackson advanced or impeded the cause of democracy	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 5.1.9.A,C,D 5.9.2.B,C 5.3.9.A-C,F,G	MP2



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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.B 8.3.9.A-D 5.1.9.A,C 5.2.9.C	MP2
Analyze and explain how social reform efforts impacted American society in the first half of the 1800s	8.1.9.B 8.3.9.A-D 7.3.9.A 7.4.9.A,B 6.2.9.A,E 5.2.9.B-D 5.3.9.B 5.4.9.A	MP2
Evaluate if legislative compromises can solve moral issues	8.1.9.A 8.3.9.A-D 7.1.9.A 7.3.9.A 7.4.9.B 5.1.9.C,D,F 5.2.9.B,D 5.3.9.B,C,G,H	MP2
Evaluate if the Supreme Court can settle moral issues	8.1.9.A 8.3.9.A-D 7.3.9.A 5.1.9.A 5.2.9.B,C 5.3.9.B,C,G,H	MP2
Examine the causes and effects of urbanization in the first half of the 1800s	8.1.9.A 8.3.9.A-D 5.1.9.A 5.2.9.B,C 5.3.9.F,G,H	MP2
Explain the causes and effects of the Second Great Awakening	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 7.4.9.B 6.9.A,D 6.2.9.F 5.2.9.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.B 8.3.9.A-D 7.3.9.A 5.1.9.C,F 5.2.9.B 5.3.9.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.A 8.3.9.A,B,D 7.3.9.A 5.2.9.C,D	MP2
Explain how the appeal of manifest destiny encouraged western expansion and settlement	8.1.9.B 8.3.9.A-D 7.1.9.A 7.2.9.A 7.3.9.A	MP3
Conclude whether the United States had a mission to expand freedom and democracy	8.1.9.A 8.3.9.C 7.3.9.A 5.1.9.A,C 5.2.9.C	MP3
Evaluate what “opening the frontier” meant for the different groups of people in North America	8.1.9.A 8.3.9.A-D 7.3.9.A 6.1.9.A-D 5.1.9.C	MP3
Analyze and explain the causes and effects of the Mexican-American War	8.1.9.B 8.3.9.A-D 8.4.9.A-D 7.1.9.A,B	MP3

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	7.3.9.A 7.4.9.B 5.1.9.B 5.2.9.B-D 5.3.9.G 5.4.9.B,E	
Evaluate the social, political, economic, and cultural changes that occurred in America during the period of Manifest Destiny	8.1.9.A 8.3.9.B,C,D 7.3.9.A 7.4.9.B 6.1.9.A,C 6.2.9.A,C,D 5.1.9.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.B 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.C 5.3.9.D	MP3
Evaluate the “peculiar institution” and examine the arguments for and against slavery	8.1.9.B 8.3.9.A-D 7.1.9.B 7.3.9.A 6.1.9.A 5.1.9.C	MP3
Identify ways in which African Americans resisted the conditions of slavery and analyze the consequences of violent uprisings	8.1.9.B 8.3.9.A-D 7.3.9.A 6.1.9.A,B 5.1.9.F 5.3.9.B,C,H	MP3
Compare and contrast opinions of supporters and opponents of abolitionism	8.1.9.B 8.3.9.A-D 7.3.9.A 5.1.9.C,F 5.3.9.B,C,H	MP3
Decide whether militancy advances or hinders the goals of a protest movement	8.3.9.A 8.3.9.C,D 7.3.9.A 5.1.9.A,C,F 5.2.9.B	MP3
Explain how the geography of the South and the westward expansion of slavery impacted the development of the South	8.1.9.A 8.3.9.A-D 7.1.9.A 7.3.9.A 6.1.9.A-D 6.2.9.G 6.4.9.A 5.1.9.C 5.3.9.B,C	MP3
Evaluate whether congressional neutrality towards slavery in the federal territories stirred up sectional strife	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A6.4.9.A 5.1.9.C,D,F 5.2.9.B-D 5.3.9.B-D 5.3.9.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.A 8.3.9.A-D 7.3.9.A 7.4.9.A 6.1.9.C 6.2.9.A 6.4.9.A,D 5.2.9.C,D 5.3.9.B-D	MP3
Analyze the causes and effects of the secession crisis of 1861	8.1.9.B 8.3.9.A-D	MP3

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	7.1.9.A,B 7.3.9.A 6.2.9.G 5.1.9.B-D 5.3.9.C,D,G	
Compare and contrast the strategic objectives of the Civil war of the Union and the Confederacy	8.1.9.B 8.3.9.A-D 7.1.9.B 7.3.9.A 6.2.9.A 5.2.9.B	MP3
Analyze and explain the turning points of the Civil War	8.1.9.B 8.2.9.B,D 8.3.9A-D 7.1.9.A 7.4.9.A 6.1.9.A,C 5.2.9.B	MP3
Determine whether the “total war” tactics near the end of the Civil War were necessary	8.1.9.B 8.3.9.A,B,D 7.1.9.A 7.4.9.B 5.2.9.B	MP3
Analyze and conclude if the Civil War was inevitable	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 7.4.9.B 5.2.9.B,C	MP3
Debate whether Abraham Lincoln deserves to be called the “Great Emancipator”	8.1.9.B 8.2.9.B 8.3.9.A,D 5.2.9.B,C 5.3.9.C	MP3
Justify if the Civil War was worth its cost	8.1.9.B 8.3.9.A-D 7.3.9.A 5.1.9.A,C,D	MP3
Critique whether the South should have been treated as a defeated nation or as rebellious states	8.1.9.B 8.3.9.D 7.3.9.A 5.1.9.A,C 5.2.9.B	MP3
Evaluate the social, political, economic, and cultural changes that occurred in America during the Civil War	8.1.9.A 8.3.9.B,C,D 7.3.9.A 7.4.9.B 6.1.9.A,C 6.2.9.A,C,D 5.1.9.C,F	MP3
Describe the social, political and cultural contributions of groups and individuals to US history during the Civil War	8.1.9.B 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.C 5.3.9.D	MP3
Examine how the social, economic, and political upheaval of the Civil War influenced the policies of Reconstruction	8.1.9.B 8.3.9.A-D 7.3.9.A 6.2.9.F 6.3.9.A 5.1.9.C,D 5.2.9.B,C 5.3.9.B-D,G	MP3
Analyze whether Reconstruction extended or undermined democracy in the United States	8.1.9.B 8.3.9.A,C,D 7.3.9.A 6.1.9.C 6.3.9.A	MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	5.1.9.A,C,D,F 5.2.9.C,D 5.3.9.A-J	
Describe what the Reconstruction Amendments meant for citizenship in the United States	8.1.9.B 8.3.9.A-D 7.3.9.A 5.1.9.C,D 5.3.9.F	MP3
Analyze how well the Reconstruction governments ruled the South	8.1.9.B 8.3.9.A-D 7.1.9.A 7.3.9.A 5.1.9.A-C 5.2.9.B-D 5.3.9.B,C	MP3
Determine when a president should be impeached and removed from office	8.1.9.B 8.3.9.B,C 5.1.9.A,D 5.2.9.B,C 5.3.9.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.B 8.3.9.A-D 7.3.9.A 5.1.9.C,D,F 5.3.9.D,F,G	MP3
Evaluate how the lives of African Americans and women in America changed after the Civil War	8.1.9.B 8.3.9.A-D 7.3.9.A 6.3.9.A 5.3.9.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.A 8.3.9.B,C,D 7.3.9.A 7.4.9.B 6.1.9.A,C 6.2.9.A,C,D 5.1.9.C,F	MP3
Describe the social, political and cultural contributions of groups and individuals to US history during Reconstruction	8.1.9.B 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.C 5.3.9.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.A 8.3.9.A-D 7.1.9.B 7.3.9.A 6.1.9.A-D 6.3.9.A 6.4.9.D 5.1.9.C	MP4
Infer if the West has been romanticized	8.1.9.B 8.3.9.A-D 7.3.9.A 5.3.9.H	MP4
Debate if the conquest of Native Americans can be justified	8.1.9.B 8.3.9.A-D 7.1.9.A,B 7.2.9.A 7.3.9.A 6.1.9.B-D 6.2.9.C,E 6.3.9.A 5.1.9.A,C 5.2.9.B,C 5.3.9.C	MP4

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Analyze and determine if Native Americans have been treated fairly by the United States government	8.1.9.A 8.3.9.A-D 7.3.9.A 6.1.9.B 5.1.9.A,C 5.2.9.B 5.3.9.B,C	MP4
Determine who was to blame for the problems of American farmers after the Civil War	8.1.9.B 8.3.9.A-D 7.1.9.A,B 7.4.9.A,B 6.2.9.B,D-F 6.4.9.D 5.1.9.F 5.2.9.B-D 5.3.9.C	MP4
Conclude whether populism provided an effective solution to the nation's problems	8.1.9.B 8.3.9.A-D 7.3.9.A 6.2.9.A,B,D,E 6.3.9.B 5.2.9.B-D 5.3.9.B-D,G,H	MP4
Evaluate the social, political, economic, and cultural changes that occurred in America during westward expansion	8.1.9.A 8.3.9.B,C,D 7.3.9.A 7.4.9.B 6.1.9.A,C 6.2.9.A,C,D 5.1.9.C,F	MP4
Describe the social, political, and cultural contributions of groups and individuals to US history during westward expansion	8.1.9.B 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.C 5.3.9.D	MP4
Critique whether big business leaders were "captains of industry" or "robber barons"	8.1.9.C 8.3.9.A-D 7.3.9.A 6.1.9.A,B 6.2.9.B,D,F 6.4.9.C 6.5.9.C-F 5.4.9.E	MP4
Determine if business should be regulated closely by the government	8.1.9.A 8.3.9.A-D 6.3.9.B 5.2.9.B,C 5.3.9.B	MP4
Analyze whether businesses should be allowed to combine and reduce competition	8.1.9.B 8.3.9.A-D 6.2.9.D 6.5.9.C 5.3.9.C	MP4
Debate whether workers can attain economic justice without violence	8.1.9.A 8.3.9.A-D 7.3.9.A 6.5.9.A 5.2.9.A-D	MP4
Classify the push-pull factors that influenced immigration to the US in the late 19 <sup>th</sup> century and early 20 <sup>th</sup> century	8.1.9.B 8.3.9.A-D 8.4.9.A,C 7.1.9.A,B 7.3.9.A 7.4.9.A 6.1.9.A,B 6.2.9.E 5.1.9.C 5.2.9.A	MP4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Interpret the causes and effects of the problems that developed as more people crowded into urban areas	8.1.9.B 8.3.9.A-D 7.1.9.A,B 7.3.9.A 7.4.9.A,B 6.3.9.A 5.3.9.C,H	MP4
Assess whether America fulfilled the dreams of immigrants	8.1.9.A 8.3.9.B,C,D 7.3.9.A 6.2.9.G 6.5.9.A,B 5.2.9.A,D	MP4
Critique the main political and economic issues of the Gilded Age	8.1.9.B 8.3.9.A-D 7.3.9.A 6.1.9.A-C 6.2.9.A-F 6.3.9.A-D 6.4.9.C,D 6.5.9.A-F 5.2.9.B-D 5.3.9.B-I	MP4
Determine how rapid growth in industrialization and urbanization led to changes in American society	8.1.9.A 8.3.9.A-D 8.2.9.A,B 7.1.9.A,B 7.2.9.B 7.3.9.A 7.4.9.A,B 6.1.9.A-D 6.2.9.A-F 6.4.9.C,D 6.5.9.E 5.2.9.B-D 5.3.9.C-E 5.4.9.C	MP4
Evaluate how innovations in technology affected the leisure industry and popular culture in the US at the turn of the 20 <sup>th</sup> century	8.1.9.B 8.3.9.A-D 7.3.9.A 6.2.9.A-F 6.4.9.D 5.3.9.G,H	MP4
Determine whether immigration has been the key to America's success	8.1.9.B 8.3.9.A-D 8.4.9.A-D 7.1.9.A 7.3.9.A 7.4.9.B 5.1.9.C 5.4.9.D	MP4
Evaluate the social, political, economic, and cultural changes that occurred in America during the Gilded Age	8.1.9.A 8.3.9.B,C,D 7.3.9.A 7.4.9.B 6.1.9.A,C 6.2.9.A,C,D 5.1.9.C,F 5.2.9.B-D 5.3.9.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.B 8.3.9.A,D 7.3.9.A 7.4.9.B 5.2.9.C 5.3.9.D,G	MP4
Employ analytical skills to evaluate primary and secondary source documents	8.1.9.B	MP1 MP2

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
		MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	CC.8.5.9-10.H	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content	8.1.9.C CC.8.6.9-10.A	MP1 MP2 MP3 MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	8.1.9.C CC.8.6.9-10.B	MP1 MP2 MP3 MP4

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PLANNED INSTRUCTION

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	8.1.9.C CC.8.6.9-10.C	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Draw evidence from informational texts to support analysis, reflection, and research	8.1.9.B CC.8.6.9-10.H	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Identify major geographic features important to the study of American History	7.1.9.A 7.2.9.A,B 7.3.9.A 7.4.9.A	MP1 MP2 MP3 MP4
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,B 7.2.9.A, B 7.3.9.A 7.4.9.A, B	MP1 MP2 MP3 MP4
Identify and compare political boundaries with the locations of civilizations, empires, nations, countries, states, and cities	7.1.9.A,B 7.3.9.A 7.4.9.B	MP1 MP2 MP3 MP4
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,B 7.2.9.A, B 7.3.9.A 7.4.9.A, B	MP1 MP2 MP3 MP4



## **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