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.

 \boxtimes F – Final Average \boxtimes MP – Marking Period \boxtimes 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 <u>State Course Code</u>, download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

PLANNED INSTRUCTION

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:5/22/2023Date Approved:6/12/2023Implementation 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).

PLANNED INSTRUCTION

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

PLANNED INSTRUCTION

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	8.1.9.A	MP1
the geographic and climatic conditions of the regions they settled in	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	Will
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 th 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

Performance Indicator	PA Core Standard	Marking
	and/or Eligible	Period
	Content	Taught
	7.4.9.B	
	5.2.9.B,D	
Describe events which led to the beginning and spread of the French	8.1.9.A,B 8.2.9.A,B,D	MP1
and Indian War	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	
Assess whether Great Britain lost more than it gained from its victory	8.1.9.B	MP1
in the French and Indian War	8.4.9.A-D 7.3.9.A	
in the richen and malan war	6.1.9.C	
	5.2.9.B	
Determine and explain if the colonists were justified in resisting	8.1.9.B	MP1
British policies after the French and Indian War	8.3.9.A-D 7.3.9.A	
British policies after the French and malan war	6.3.9.C,D	
	6.4.9.B	
	5.1.9.A,C,F 8.1.9.B	1454
Interpret whether the American War for independence was inevitable	8.1.9.B 8.3.9.A-D	MP1
	8.4.9.A-D	
	7.3.9.A	
	5.2.9.B	
Analyze and explain the events that led the colonial leaders to write	8.1.9.A,B 8.3.9.A-D	MP1
the Declaration of Independence	7.3.9.A	
•	6.3.9.C	
	5.1.9.A-D 5.2.9.A-D	
	5.3.9.I	
Evaluate and explain whether the Declaration of Independence	8.1.9.A	MP1
	8.2.9.B	
established the foundation of American government	8.3.9.B-D 5.1.9.A-D	
	5.2.9.A-D	
Examine and decide if the American Revolution was a civil war that	8.1.9.B	MP1
turned neighbors into enemies	8.3.9.A-D 7.3.9.A	
turned heighbors into enemies	5.1.9.F	
Identify the most important military engagements of the American	8.1.9.B	MP1
, , , , , , , , , , , , , , , , , , , ,	8.2.9.B,D	"" -
Revolution and explain their significance	8.3.9.B,D 7.1.9.A	
	7.3.9.A	
	5.2.9.B	
Analyze the American Revolution and determine if it was a radical	8.1.9.B	MP1
event	8.3.9.B,C,D 8.4.9.C	
	7.3.9.A	
	5.1.9.A,B	
Evaluate the social, political, economic, and cultural changes that	8.1.9.A 8.2.9.B,C	MP1
occurred in America as the colonists fought for and gained	8.3.9.B,C	
independence	7.9.3.A	
macpenachec	6.2.9.G	
Describe the social multiple and cultimal annual contributions of any second	5.1.9.B 8.1.9.B	NAD1
Describe the social, political and cultural contributions of groups and	8.2.9.A,D	MP1
individuals to US history in the events leading to and during the	8.3.9.A,D	
American Revolution	7.3.9.A	
	7.4.9.B 5.2.9.D	
Analyze the Articles of Confederation and conclude if they provided	8.1.9.B	MP1
	8.2.9.A-D	1 2
the US with an effective government	6.3.9.A,B 5.1.9.C,D	
	3.1.3.0,0	i

Performance Indicator	PA Core Standard and/or Eligible	Marking Period Taught
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

Performance Indicator	PA Core Standard	Marking
	and/or Eligible	Period Taught
	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	8.1.9.B	MP2
, , , , , , , , , , , , , , , , , , ,	8.3.9.C	IVIFZ
with other nations	7.3.9.A 5.2.9.A-C	
	5.3.9.B,C	
	5.3.9.H	
Explain how the establishment of judicial review impacted the	8.1.9.A 8.3.9.A-D	MP2
systems of checks and balances	7.3.9.A	
	6.3.9.D 6.4.9.A	
	5.4.9.A,B,E	
Evaluate the changes that occurred in the United States during the	8.1.9.B	MP2
Jefferson Administration	8.3.9.A-D 5.2.9.B,C	
3errer 3orr Adrining Cactori	5.3.9.A,F	
Determine if the purchase of the Louisiana Territory was a conflict of	8.1.9.A	MP2
interest for President Jefferson	8.3.9.A-D 7.3.9.A	
interest for the side interest.	6.3.9.D	
	5.2.9.C	
Justify and explain whether the United States should fight to preserve	8.1.9.B 8.3.9.A,B,D	MP2
the right of its citizens to travel and trade overseas	7.1.9.A	
	7.3.9.A	
	6.1.9.B 5.2.9.C	
	5.4.9.B	
Identify the causes and effects of the War of 1812	8.1.9.A	MP2
	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	
Evaluate the social, political, economic, and cultural changes that	8.1.9.B	MP2
occurred in America as the new nation formed	8.3.9.B,D 8.4.9.B-D	
occurred in America as the new hation formed	7.1.9.A	
	7.3.9.A	
	6.1.9.C 5.1.9.C	
	5.2.9.B-D	
Describe the social, political and cultural contributions of groups and	8.1.9.A	MP2
individuals to US history during the formation of our new nation	8.3.9.B,C 7.3.9.A	
, -	5.2.9.B	
Employ analytical skills to evaluate primary source documents related	8.1.9.A 8.3.9.A,B,D	MP2
to the forming of our new nation	7.3.9.A	
·	5.2.9.C,D	
Summarize the key developments in the transportation revolution of	8.1.9.B 8.3.9.A-D	MP2
the early 1800s	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	
Analyze why industrialization took root in the northern part of the	8.1.9.A 8.3.9.A-D	MP2
United States and explain the effects of industrialization in the north	7.1.9.A	
	7.3.9.A 6.4.9.D	
	5.3.9.C	

Performance Indicator	PA Core Standard	Marking Period
	and/or Eligible	Taught
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Analyze the reasons that agriculture and slavery became entrenched	8.3.9.A-D	MP2
in the South	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	
Describe the American System and the impact it had on the US during	5.4.9.B 8.1.9.B	MP2
	8.3.9.A-D	1411 2
this time of national growth	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	
Assess how technological advances in the early 1800s affected the	8.1.9.A	MP2
lives of Americans	8.3.9.A-D 7.3.9.A	2
lives of Afficialis	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	
Analyze the Supreme Court under John Marshall and assess if his	8.1.9.A 8.3.9.A-D	MP2
court gave too much power to the federal government	7.3.9.A	
	7.4.9.B 6.4.9.D	
Explain the factors that led to the rise of a second two-party system	8.1.9.B	MP2
of politics in the United States	8.3.9.A,B,D	2
Explain the causes and effects of major political controversies in the	5.3.9.A,B,F 8.1.9.A	MP2
	8.3.9.A-D	IVIFZ
1830s	7.3.9.A 5.1.9.C	
	5.2.9.B-D	
	5.3.9.D 8.1.9.B	1402
Evaluate and decide if the states have the right to ignore the laws of	8.3.9.A-D	MP2
the national government	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	
Evaluate and conclude whether the United States should have	8.1.9.B 8.3.9.A,B,D	MP2
allowed American Indians to retain their tribal identities	7.3.9.A	
	6.3.9.B,C,D 5.1.9.C,D,F	
	5.2.9.B-D	
And an advantage (CA) do to the control of the cont	5.3.9.B,C,I 8.1.9.B	1402
Analyze and conclude if Andrew Jackson advanced or impeded the	8.3.9.A-D	MP2
cause of democracy	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	1

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 Analyze and explain how social reform efforts impacted American society in the first half of the 1800s Analyze and explain how social reform efforts impacted American society in the first half of the 1800s Analyze and explain how social reform efforts impacted American society in the first half of the 1800s Analyze and explain how social reform efforts impacted American society in the first half of the 1800s Analyze and explain the causes and effects of the Mexican-American society in the first half of the 1800s Analyze and explain the causes and effects of the Mexican-American sale, and the causes and effects o	Performance Indicator	PA Core Standard	Marking
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political, and social aspects of American life Analyze and explain how social reform efforts impacted American society in the first half of the 1800s Page 133-AD	,		
Analyze and explain how social reform efforts impacted American society in the first half of the 1800s 8.19.4.0.7.39.4.7.39.4.7.39.8.8.8.39.4.0.8.39.4.0.8.8.39.4.0.8.8.39.4.0.8.8.39.4.0.8.39.4.0.8.8.39.4.0.39.4.0.39.4.39.4.0.39.4.39.4.0.39.4.39.4			
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Evaluate if the Supreme Court can settle moral issues 8.19.A 8.39.A-D 7.39.A 5.19.B 8.39.B,C,GH 8.39.A-D 7.39.B 5.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 8.39.B,C,GH 8.39.A-D 7.19.B 8.39.A-D 7.19.B 8.39.A-D 7.19.B 8.39.A-D 7.19.B 8.39.A-D 7.39.B 8.39.A-D 7.39.B 8.39.A-D 7.39.B 8.39.A-D 7.39.B 8.39.B-D 8.3			
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Examine the causes and effects of urbanization in the first half of the 1800s	Evaluate if the Supreme Court can settle moral issues		MP2
Examine the causes and effects of urbanization in the first half of the 1800s			
Examine the causes and effects of urbanization in the first half of the 1800s S.3.9.B.C.G.H 8.39.A.D 5.19.A 5.29.B.C 5.3.9.F.G.H 8.39.A.D 5.19.A 5.29.B.C 5.3.9.F.G.H 8.39.A.D 7.3.9.A 7.3.9.A 7.3.9.A 7.3.9.A 7.3.9.B 6.9.A.D 6.29.F 5.29.B.C 5.3.9.B.C 5.3.9.B.D 5.3.9.B			
Examine the causes and effects of urbanization in the first half of the 1800s S.19.A S.19.B S.19.B S.29.B C. S.3.9.F G.H MP2 Explain the causes and effects of the Second Great Awakening S.19.B S.3.9.A T.19.A T.1			
1800s S.19.A S.29.B.C S.39.F.G.H Explain the causes and effects of the Second Great Awakening S.19.B S.39.F.G.H Explain the causes and effects of the Second Great Awakening S.19.B S.39.F.G.H Describe the social, political, economic, and cultural contributions of groups and individuals to US history during this time of national growth and reform S.19.G.F S.29.B.C Employ analytical skills to evaluate primary source documents related to the period of national growth and reform in American history S.29.G.D Explain how the appeal of manifest destiny encouraged western expansion and settlement S.19.B S.39.A Conclude whether the United States had a mission to expand S.19.A S.29.G.D Evaluate what "opening the frontier" meant for the different groups of people in North America S.19.A S.39.A Evaluate what "opening the frontier" meant for the different groups of people in North America S.19.B S.39.A Analyze and explain the causes and effects of the Mexican-American S.19.B S.39.A MP3 War MP3 MP3	Evamine the causes and effects of urbanization in the first half of the		MD2
Explain the causes and effects of the Second Great Awakening Explain the causes and effects of the Second Great Awakening 8.19.8 8.39.4-0 7.19.4 7.39.4 7.49.8 6.9A.0 6.29.8 5.29.8,C 8.19.9			IVIFZ
Explain the causes and effects of the Second Great Awakening 8.1.9.8 8.3.9.A-D 7.1.9.A 7.3.9.A 7.4.9.8 6.9.A.D 6.2.9.F 5.2.9.8.C Brown and individuals to US history during this time of national growth and reform Explain how the appeal of manifest destiny encouraged western expansion and settlement Conclude whether the United States had a mission to expand freedom and democracy Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War MP2 8.1.9.8 8.3.9.A,D 7.3.9.A 8.3.9.A 7.3.9.A 8.3.9.A 8.3.9.A 8.3.9.A 7.3.9.A 8.3.9.A 8.3.9.	1800\$		
Explain the causes and effects of the Second Great Awakening 81.98 83.9A-D 77.19A 73.9A 74.98 69A,D 62.9F 52.9B,C Describe the social, political, economic, and cultural contributions of groups and individuals to US history during this time of national growth and reform Employ analytical skills to evaluate primary source documents related to the period of national growth and reform in American history Explain how the appeal of manifest destiny encouraged western expansion and settlement Explain how the the United States had a mission to expand freedom and democracy Evaluate whether the United States had a mission to expand freedom and democracy Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American MP3 MP4 81.9A 83.9A-D			
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growth and reform Employ analytical skills to evaluate primary source documents related to the period of national growth and reform in American history Explain how the appeal of manifest destiny encouraged western expansion and settlement Explain how the appeal of manifest destiny encouraged western Explain how the appeal of manifest desti			
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expansion and settlement expansion and settlement Conclude whether the United States had a mission to expand freedom and democracy freedom and democracy Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War Sa.9.A-D 7.1.9.A 7.2.9.A 8.1.9.A 8.3.9.C 5.1.9.A 8.3.9.A-D 5.1.9.C Analyze and explain the causes and effects of the Mexican-American War MP3 MP3 MP3 MP3 MP3			
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Conclude whether the United States had a mission to expand freedom and democracy Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War MP3 8.1.9.A 8.3.9.A-D 7.3.9.A 6.1.9.A-D 5.1.9.C 8.1.9.B 8.3.9.A-D 8.3.9.A-D 8.3.9.A-D 8.4.9.A-D MP3			
freedom and democracy freedom and democracy Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War Sa.9.C 7.3.9.A 8.1.9.A 8.3.9.A-D 7.3.9.A 6.1.9.A-D 5.1.9.C MP3 MP3 MP3 MP3	Cancluda whathar the United States had a missian to award		MD2
Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War S1.9.A,C 52.9.C MP3 8.1.9.A 8.3.9.A-D 51.9.C MP3 8.3.9.A-D 8.4.9.A-D MP3	-		IVIF3
Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War 5.2.9.C 8.1.9.A 8.3.9.A-D 5.1.9.C 8.1.9.B 8.3.9.A-D 8.4.9.A-D MP3	freedom and democracy		
Evaluate what "opening the frontier" meant for the different groups of people in North America Analyze and explain the causes and effects of the Mexican-American War Sale 19.4 8.1.9.A 8.3.9.A-D 5.1.9.C 8.1.9.B 8.3.9.A-D 8.3.9.A-D 8.4.9.A-D 8.4.9.A-D		*	
of people in North America 7.3.9.A 6.1.9.A-D 5.1.9.C Analyze and explain the causes and effects of the Mexican-American War War 8.3.9.A-D 8.1.9.B 8.3.9.A-D 8.4.9.A-D	Evaluate what "opening the frontier" meant for the different groups		MP3
Analyze and explain the causes and effects of the Mexican-American War 6.1.9.A-D 5.1.9.C 8.1.9.B 8.3.9.A-D 8.4.9.A-D 8.4.9.A-D	1		
Analyze and explain the causes and effects of the Mexican-American War 5.1.9.C 8.1.9.B 8.3.9.A-D 8.4.9.A-D	or people in North America		
Analyze and explain the causes and effects of the Mexican-American War 8.1.9.8 8.3.9.A-D 8.4.9.A-D			
War 8.3.9.A-D 8.4.9.A-D	Analyze and explain the causes and effects of the Mexican-American		MP3
1.±.J.⊓,U	, vai	7.1.9.A,B	

Performance Indicator	PA Core Standard	Marking
Performance indicator	and/or Eligible	Period
	=	Taught
	7.3.9.A	1
	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	8.1.9.A	MP3
	8.3.9.B,C,D	1411 3
occurred in America during the period of Manifest Destiny	7.3.9.A 7.4.9.B	
	6.1.9.A,C	
	6.2.9.A,C,D	
	5.1.9.C,F	
Describe the social, political and cultural contributions of groups and	8.1.9.B 8.3.9.A,D	MP3
individuals to US history during the time of Manifest Destiny	7.3.9.A	
, ,	7.4.9.B	
	5.2.9.C 5.3.9.D	
Evaluate the "neculiar institution" and evamine the arguments for	8.1.9.B	MP3
Evaluate the "peculiar institution" and examine the arguments for	8.3.9.A-D	IVIF J
and against slavery	7.1.9.B	
	7.3.9.A 6.1.9.A	
	5.1.9.C	
Identify ways in which African Americans resisted the conditions of	8.1.9.B	MP3
slavery and analyze the consequences of violent uprisings	8.3.9.A-D	
slavery and analyze the consequences of violent uprisings	7.3.9.A 6.1.9.A,B	
	5.1.9.F	
	5.3.9.B,C,H	
Compare and contrast opinions of supporters and opponents of	8.1.9.B 8.3.9.A-D	MP3
abolitionism	7.3.9.A	
	5.1.9.C,F	
	5.3.9.B,C,H	
Decide whether militancy advances or hinders the goals of a protest	8.3.9.A 8.3.9.C,D	MP3
movement	7.3.9.A	
	5.1.9.A,C,F	
	5.2.9.B 8.1.9.A	1400
Explain how the geography of the South and the westward expansion	8.3.9.A-D	MP3
of slavery impacted the development of the South	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	
Freelingto whather appearance and posture the territorial element (1911)	5.3.9.B,C 8.1.9.B	MD2
Evaluate whether congressional neutrality towards slavery in the	8.3.9.A-D	MP3
federal territories stirred up sectional strife	7.1.9.A	
	7.3.9.A6.4.9.A 5.1.9.C,D,F	
	5.1.9.C,D,F 5.2.9.B-D	
	5.3.9.B-D	
	5.3.9.G,H	
Analyze and explain how the arguments over slavery caused tensions	8.1.9.A 8.3.9.A-D	MP3
between regions in the United States in the two decades before the	7.3.9.A	
	7.4.9.A	
Civil War		
Civil War	6.1.9.C	
Civil War	6.1.9.C 6.2.9.A 6.4.9.A,D	
Civil War	6.2.9.A 6.4.9.A,D 5.2.9.C,D	
Civil War Analyze the causes and effects of the secession crisis of 1861	6.2.9.A 6.4.9.A,D	MP3

Performance Indicator	PA Core Standard	Marking
	and/or Eligible	Period
	Content	Taught
	7.1.9.A,B	
	7.3.9.A	
	6.2.9.G	
	5.1.9.B-D	
	5.3.9.C,D,G 8.1.9.B	
Compare and contrast the strategic objectives of the Civil war of the	8.3.9.A-D	MP3
Union and the Confederacy	7.1.9.B	
•	7.3.9.A	
	6.2.9.A	
	5.2.9.B	
Analyze and explain the turning points of the Civil War	8.1.9.B	MP3
•	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	
Determine whether the "total war" tactics near the end of the Civil	8.1.9.B	MP3
War were necessary	8.3.9.A,B,D	
wai were necessary	7.1.9.A 7.4.9.B	
	5.2.9.B	
Analyzo and conclude if the Civil Mar was inevitable	8.1.9.B	MP3
Analyze and conclude if the Civil War was inevitable	8.3.9.A-D	IVIFS
	7.1.9.A	
	7.3.9.A	
	7.4.9.B	
	5.2.9.B,C	
Debate whether Abraham Lincoln deserves to be called the "Great	8.1.9.B 8.2.9.B	MP3
Emancipator"	8.3.9.A,D	
	5.2.9.B,C	
	5.3.9.C	
Justify if the Civil War was worth its cost	8.1.9.B	MP3
	8.3.9.A-D	
	7.3.9.A 5.1.9.A,C,D	
Cuitiana and a tha Cantha ahanda haya haya tugatad a a dafaatad	8.1.9.B	MD2
Critique whether the South should have been treated as a defeated	8.3.9.D	MP3
nation or as rebellious states	7.3.9.A	
	5.1.9.A,C	
	5.2.9.B	
Evaluate the social, political, economic, and cultural changes that	8.1.9.A	MP3
occurred in America during the Civil War	8.3.9.B,C,D 7.3.9.A	
Cocarred III Milerion during the civil Wall	7.4.9.B	
	6.1.9.A,C	
	6.2.9.A,C,D	
	5.1.9.C,F	
Describe the social, political and cultural contributions of groups and	8.1.9.B	MP3
individuals to US history during the Civil War	8.3.9.A,D 7.3.9.A	
marviadas to os mistory during the civil vval	7.3.9.A 7.4.9.B	
	5.2.9.C	
	5.3.9.D	
Examine how the social, economic, and political upheaval of the Civil	8.1.9.B	MP3
	8.3.9.A-D	5
War influenced the policies of Reconstruction	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	
Analyze whether Reconstruction extended or undermined democracy	8.1.9.B	MP3
·	8.3.9.A,C,D	5
in the United States	7.3.9.A	
	6.1.9.C	
	6.3.9.A	

Performance Indicator	PA Core Standard and/or Eligible	Marking Period
	Content	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	8.1.9.B	MP3
in the United States	8.3.9.A-D 7.3.9.A	
in the office states	5.1.9.C,D	
	5.3.9.F	
Analyze how well the Reconstruction governments ruled the South	8.1.9.B	MP3
	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	
Determine when a president should be impeached and removed from	8.1.9.B	MP3
office	8.3.9.B,C	
office	5.1.9.A,D 5.2.9.B,C	
	5.3.9.A,H	
Analyze whether African Americans should have more strongly	8.1.9.B	MP3
,	8.3.9.A-D	3
resisted the government's decision to abandon the drive for equality	7.3.9.A	
	5.1.9.C,D,F 5.3.9.D,F,G	
Evaluate how the lives of African Americans and women in America	8.1.9.B	MD2
	8.3.9.A-D	MP3
changed after the Civil War	7.3.9.A	
	6.3.9.A	
	5.3.9.D,E,I	
Evaluate the social, political, economic, and cultural changes that	8.1.9.A 8.3.9.B,C,D	MP3
occurred in America as a result of the Civil War and Reconstruction	7.3.9.A	
	7.4.9.B	
	6.1.9.A,C	
	6.2.9.A,C,D	
Describe the social political and cultural contributions of groups and	5.1.9.C,F 8.1.9.B	MP3
Describe the social, political and cultural contributions of groups and	8.3.9.A,D	IVIPS
individuals to US history during Reconstruction	7.3.9.A	
	7.4.9.B	
	5.2.9.C 5.3.9.D	
Canaluda what saused the ingresses in migration to the West and	8.1.9.A	MP4
Conclude what caused the increase in migration to the West and	8.3.9.A-D	IVIP4
what effect this migration had on demographic patterns of the United	7.1.9.B	
States	7.3.9.A	1
	6.1.9.A-D 6.3.9.A	
	6.4.9.D	1
	5.1.9.C	<u> </u>
Infer if the West has been romanticized	8.1.9.B	MP4
	8.3.9.A-D	1
	7.3.9.A	
Debate if the conquest of Native Americans are less instificat	5.3.9.H 8.1.9.B	MD4
Debate if the conquest of Native Americans can be justified	8.3.9.A-D	MP4
	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	

Performance Indicator	PA Core Standard	Marking
T CITOTINATION THAT GOOD	and/or Eligible	Period
	Content	Taught
Analyze and determine if Native Americans have been treated fairly	8.1.9.A	MP4
·	8.3.9.A-D	IVIF 4
by the United States government	7.3.9.A	
	6.1.9.B 5.1.9.A,C	
	5.2.9.B	
	5.3.9.B,C	
Determine who was to blame for the problems of American farmers	8.1.9.B	MP4
after the Civil War	8.3.9.A-D	
after the Civil vval	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	
Canalista subathan nancifera manifelat an affactive activities to the	5.3.9.C 8.1.9.B	NADA
Conclude whether populism provided an effective solution to the	8.3.9.A-D	MP4
nation's problems	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	
Evaluate the social, political, economic, and cultural changes that	8.1.9.A	MP4
	8.3.9.B,C,D	1411 4
occurred in America during westward expansion	7.3.9.A	
	7.4.9.B 6.1.9.A,C	
	6.2.9.A,C,D	
	5.1.9.C,F	
Describe the social, political, and cultural contributions of groups and	8.1.9.B	MP4
individuals to US history during westward expansion	8.3.9.A,D 7.3.9.A	
individuals to 05 history during westward expansion	7.4.9.B	
	5.2.9.C	
	5.3.9.D	
Critique whether big business leaders were "captains of industry" or	8.1.9.C	MP4
"robber barons"	8.3.9.A-D 7.3.9.A	
TODDE! BUTOTIS	6.1.9.A,B	
	6.2.9.B,D,F	
	6.4.9.C	
	6.5.9.C-F 5.4.9.E	
Determine if business should be regulated closely by the government	8.1.9.A	MP4
Determine it business should be regulated closely by the government	8.3.9.A-D	IVIF4
	6.3.9.B	
	5.2.9.B,C 5.3.9.B	
A maluma vulkatkan kusinassa ahavuld ka allavuad ta asnakina and	8.1.9.B	MDA
Analyze whether businesses should be allowed to combine and	8.3.9.A-D	MP4
reduce competition	6.2.9.D	
	6.5.9.C	
Debate of the control	5.3.9.C 8.1.9.A	NAD 4
Debate whether workers can attain economic justice without	8.3.9.A-D	MP4
violence	7.3.9.A	
	6.5.9.A	
	5.2.9.A-D 8.1.9.B	1404
Classify the push-pull factors that influenced immigration to the US in	8.3.9.A-D	MP4
the late 19 th century and early 20 th century	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	

Performance Indicator	PA Core Standard	Marking
	and/or Eligible	Period
	Content	Taught
Interpret the causes and effects of the problems that developed as	8.1.9.B	MP4
more people crowded into urban areas	8.3.9.A-D 7.1.9.A,B	
more people drowded into dradin dread	7.3.9.A	
	7.4.9.A,B	
	6.3.9.A 5.3.9.C,H	
Assess whether America fulfilled the dreams of immigrants	8.1.9.A	MP4
9	8.3.9.B,C,D 7.3.9.A	
	6.2.9.G	
	6.5.9.A,B	
	5.2.9.A,D 8.1.9.B	NAD 4
Critique the main political and economic issues of the Gilded Age	8.3.9.A-D	MP4
	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	
Determine how rapid growth in industrialization and urbanization led	8.1.9.A	MP4
to changes in American society	8.3.9.A-D 8.2.9.A,B	
to changes in rainemean society	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	
Evaluate how innovations in technology affected the leisure industry	8.1.9.B	MP4
	8.3.9.A-D	"" -
and popular culture in the US at the turn of the 20 th century	7.3.9.A 6.2.9.A-F	
	6.4.9.D	
	5.3.9.G,H	
Determine whether immigration has been the key to America's	8.1.9.B 8.3.9.A-D	MP4
success	8.4.9.A-D	
	7.1.9.A	
	7.3.9.A 7.4.9.B	
	5.1.9.C	
For the state of the second configuration of the state of	5.4.9.D 8.1.9.A	NADA
Evaluate the social, political, economic, and cultural changes that	8.3.9.B,C,D	MP4
occurred in America during the Gilded Age	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	
Describe the social, political, and cultural contributions of groups and	8.1.9.B	MP4
individuals to US history during the Gilded Age	8.3.9.A,D	
marriadas to os history during the dilued Age	7.3.9.A 7.4.9.B	
	5.2.9.C	
	5.3.9.D,G	1.154
Employ analytical skills to evaluate primary and secondary source	8.1.9.B	MP1
documents	0.1.3.D	MP2

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	Content	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

Performance Indicator	PA Core Standard and/or Eligible	Marking Period
	Content	Taught
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 Use technology, including the Internet, to produce, publish, and	CC.8.6.9-10.D	MP1 MP2 MP3 MP4 MP1
update individual or shared writing products in response to ongoing feedback, including new arguments or information		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

PLANNED INSTRUCTION

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