



**Curriculum Map**  
**United States History I**  
**Honors**  
**Saugus High School**  
**Saugus, MA 01906**

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT  
MISSION STATEMENT\***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

**STUDENT EXPECTATIONS**

***1. AUTONOMOUS LEARNING SKILLS***

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

***2. CRITICAL THINKING***

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

***3. EFFECTIVE WRITING SKILLS***

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

***4. PROBLEM SOLVING SKILLS***

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

***5. PERSONAL AND SOCIAL RESPONSIBILITY***

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

## **STUDENT GOALS**

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

\* In conjunction with the Saugus High School Mission Statement (2000)

**SEMESTER 1 UNITED STATES HISTORY I (113)**

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><b>Review material</b>  <u>U.S 1.1</u> Explain the political and economic factors that contributed to the American Revolution.</p> <p><b>Maturing Colonial Society</b></p>		<p><b>Review material Continued</b>  <u>U.S 1.1</u> Explain the political and economic factors that contributed to the American Revolution.</p> <p><b>Maturing Colonial Society</b></p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b>	
<p>Chapter 3 Section 1 and 2                      Pg. 72-83  <b>Mayflower Compact</b></p>		<p>Chapter 3 Sec. 3 and 4                      Pg. 84-91</p>	
<p><b>Objectives (Students will...)</b>                      -Summarize the policies that led to colonial discontent.</p>	<p><b>Essential Question</b>                      How did life in colonial America make Americans more prone to self-government</p>	<p><b>Objectives (Students will...)</b>                      -Describe the way Massachusetts continued to defy Britain after 1772.</p>	<p><b>Essential Question</b>                      How did life in colonial America make Americans more prone to self-government</p>
<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>                      -PowerPoint Presentation: Notes                      -Audio/Visual Clips                      -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe)</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>                      PowerPoint Presentation: Notes                      -Audio/Visual Clips                      -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p><b>Evaluation/Activities</b>                      Section Reviews selected questions                      Review worksheet                      Map of Economic Activity</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>                      Paper, Project, Poster</p>	<p><b>Evaluation/Activities</b>                      Section reviews                      Study Guide from American Vision textbook resources  <b>Test</b></p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>                      Paper, Project, Poster</p>

Week 3		Week 4	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><u>U.S 1.1</u> Explain the political and economic factors that contributed to the American Revolution.</p>		<p><u>U.S 1.1</u> Explain the political and economic factors that contributed to the American Revolution.</p> <p><u>U.S. 1.2</u> Examine the political theories of such European philosophers as <b>Locke and Montesquieu</b>.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>	
Chapter 4 Sec. 1 Pg. 98-101		Chapter 4 Sec. 2 Pg. 102-106 <b>Thomas Hutchinson letter</b>	
<b>Objectives (Students will...)</b> -Investigate the French and Indian War as a cause of the American Revolution	<b>Essential Question</b> What were the causes of the American Revolution and what impact did it have on Americans?	<b>Objectives (Students will...)</b> -Explain how the Stamp Act, Townshend Acts, etc. affected the relationship between the Colonies and Great Britain	<b>Essential Question</b> What were the causes of the American Revolution and what impact did it have on Americans?
<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b> Section review Braddock's Defeat ws	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> Section review Am. Rattlesnake ws Thomas Hutchinson letter	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p><u>U.S. 1.2</u> Examine the political theories of such European philosophers as <b>Locke and Montesquieu</b>.</p> <p><u>U.S. 1.3</u> Explain the influence and ideas of <b>The Declaration of Independence</b> and the political philosophy of Thomas Jefferson.</p>		<p align="center"><b>Performance Standards:</b></p> <p><u>U.S. 1.4</u> Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and British defeat.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Declaration of Independence</b> <b>Common Sense</b></p> <p>Chapter 4 Sec. 3 Pg. 109-115</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p>Chapter 4 Section 3 Cont. <b>Declaration of Independence</b> <b>Common Sense</b> <b>Malden, Ma. Declaration Independence</b></p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Isolate the cultural differences of the colonies and how they reflect the attitude towards revolution</p>	<p align="center"><b>Essential Question</b></p> <p>What were the causes of the American Revolution and what impact did it have on Americans?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Describe the strategies behind the northern and southern campaigns.</p>	<p align="center"><b>Essential Question</b></p> <p>What would have been the consequences in America if the war was not a colonial victory?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media/Technology</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>Section review On Rule by the People ws <b>Test</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>Section Review Study Guide <b>Test</b> Revolution Battle Map</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 7		Week 8	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><u>US1.5</u> Explain the role of Massachusetts in the Revolution, including important events and leaders from Massachusetts</p>		<p><u>US1.5</u> Explain the role of Massachusetts in the Revolution, including important events and leaders from Massachusetts</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>	
<p>Chapter 4 Section 4 Pg. 115-121 <b>The Suffolk Resolves</b> The War in Massachusetts and the Middle Colonies</p>		<p>Chapter 4 Section 4 Continued Pg. 115-121 The War in the South And African Americans</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Explain the role of women and African Americans during the war and the new political system.	How did the American Revolution change American society?	-List the achievements of the newly formed Confederate Congress. -Identify the weaknesses of the Articles of Confederation	-What do you think was the most serious flaw of the Articles?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Declaration of Independence</b> <b>Common Sense</b> <b>Malden, Ma Declaration</b> <b>Suffolk Resolves</b></p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p>Lord Densmore quote <b>Test</b></p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 9		Week 10	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><u>U.S. 1.6</u> Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events leading to the Constitutional Convention</p>		<p><u>U.S. 1.7</u> Explain the role of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.</p> <p><u>U.S. 1.8</u> Describe the debate over the ratification of the Constitution and explain the key ideas contained in the <i>Federalist Papers</i> on federalism, factions, checks and balances, and independent judiciary</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>	
<p>Chapter 5 Sec. 1 Pg. 126-135 <b>The Northwest Ordinance</b></p>		<p>Chapter 5 Sec. 2 and 3 Pg. 136-147</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<p>-Describe the issues at stake during the Constitutional Convention. -Discuss the compromises reached during the Convention.</p>	<p>How did the new Constitution uphold the principle of state authority and provide needed national authority?</p>	<p>-Summarize the main objectives of the Federalists and Anti-Federalists</p>	<p>How important were the <i>Federalist Papers</i> in the ratification process?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p>Section review On US as Independent Nation worksheet <i>Daniel Shays ws</i></p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p>Hamilton and Jefferson ws Determining Relevance ws Department of Peace ws</p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

Week 11		Week 12	
<p align="center"><b><i>Performance Standards</i></b></p> <p><u>U.S. 1.9</u> Explain the reasons for the passage of the Bill of Rights</p> <p><b>The Formation and Framework of American Government :</b> <u>US1.11 – US1.19</u></p>		<p align="center"><b><i>Performance Standards</i></b></p> <p><u>U.S. 1.9</u> Explain the reasons for the passage of the Bill of Rights. <u>U.S. 1.10</u> On a map of North America, identify the first 13 states to ratify the Constitution.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p>Chapter 5 Sec. 4 Pg. 148-152 <b>Federalists Paper #10</b> <b>US Constitution and</b> <b>Bill of Rights</b></p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p>Chapter 5 Sec. 4 Cont. <b>The US Constitution and</b> <b>Bill of Rights</b> Map of ratification</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Explain how the Constitution was finally ratified.</p>	<p align="center"><b>Essential Question</b></p> <p>What was the significance of adding a Bill Of Rights to the Constitution and to “reserve for the states all powers not specifically granted to the federal government?”</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Explain the Preamble to the Constitution. -Identify the branches of government and their separate areas of power. -Understand the responsibilities of citizenship in America. -Explain the Preamble to the Constitution. -Identify the branches of government and their separate areas of power. -Understand the responsibilities of citizenship in America</p>	<p align="center"><b>Essential Question</b></p> <p>-How did the Constitution provide the US with a stronger national government while remaining flexible enough to meet the changing national circumstances?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>

<p align="center"><b>Evaluation/Activities</b></p> <p>Bill of Rights quiz          Constitution ws          Section Review          Federalists #10 ws</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: Alternative Evaluation:</b>          Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>Map of US with ratified          States  <b>Constitution test</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: Alternative Evaluation:</b>          Paper, Project, Poster</p>
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Week 13		Week 14	
<p align="center"><i>Performance Standards</i></p> <p><b>The Formation and Framework of American Government :</b>  <u>US1.20</u> – <u>US1.21</u></p>		<p align="center"><i>Performance Standards</i></p> <p><u>U.S.1.22</u> Summarize the major political developments that took place during the presidencies of Washington, Adams, and Jefferson (1789-1809)  <u>U.S.1.23</u> Analyze the rising levels of political participation and expansion of suffrage in antebellum America  <u>U.S. 1.25</u> Trace the influence and ideas of Supreme Court Justice John Marshall and the importance of <i>Marbury v. Madison</i></p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b></p> <p>Chapter 6 Sec. 1 and 2          Pg. 154-167</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b></p> <p>Chapter 6 Sec. 2 and 3          Pg. 162-173</p>	
<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Explain the Preamble to the Constitution.</li> <li>-Identify the branches of government and their separate areas of power.</li> <li>-Understand the responsibilities of citizenship in America</li> </ul>	<p><b>Essential Question</b></p> <p>How does the Constitution of the United States impact the lives of American citizens?</p>	<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Explain Hamilton's financial plan for the nation.</li> <li>-Discuss the emergence and tensions between the Nationalists and Democrats</li> </ul>	<p><b>Essential Question</b></p> <p>What changes in early Republican America settled the question of liberty versus order?</p>
<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes          -Audio/Visual Clips          -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes          -Audio/Visual Clips          -Primary Sources/Political Cartoons displayed on SmartBoard</p>

<p align="center"><b>Evaluation/Activities</b></p> <p>Section reviews Recognizing Bias ws Lasting impact of election of 1800 ws</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>Section Reviews Napoleon sells Louisiana ws Map of Louisiana Purchase</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>
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Week 15		Week 16	
<p align="center"><b><i>Performance Standards</i></b></p> <p><u>U.S. 1.26</u> Describe the causes, course, and consequences of America's westward expansion and the War of 1812.</p>		<p align="center"><b><i>Performance Standards</i></b></p> <p><u>U.S. 1.28</u> Explain the emergence and impact of the textile industry in NE. <u>U.S. 1.27</u> Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century, including the stimulus it provided to the growth of a market economy <u>U.S.1.30</u> Summarize the growth of American education system</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>UNIT TWO</b></p> <p>Chapter 6 Sec. 4 and 5 Pg. 174-181</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>UNIT THREE</b></p> <p>Chapter 7 all sections Pg. 184-205</p>	
<p><b>Objectives (Students will...)</b></p> <p>-Discuss the rising tension between Western settlers and Native Americans. -Explore Jefferson's administration and his reversal of his Constitutional interpretation.</p>	<p><b>Essential Question</b></p> <p>How have historians viewed the first three Presidents and their impact on American politics?</p>	<p><b>Objectives (Students will...)</b></p> <p>-Evaluate the changing role of the separate branches of government. -Identify the causes of the increase of the authority of the Supreme Court of the United States?</p>	<p><b>Essential Question</b></p> <p>Which branch of government is superior to the others?</p>
<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>

<p align="center"><b>Evaluation/Activities</b></p> <p>Section reviews For or against the war of 1812 ws <b>Test</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>Chapter Review Making Comparisons ws Chapter quiz</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>
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<b>Week 17</b>		<b>Week 18</b>	
<p align="center"><i>Performance Standards</i></p> <p><u>U.S. 1.27</u> Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century, including the stimulus it provided to the growth of a market economy. <u>U.S. 1.28</u> Explain the emergence and impact of the textile industry in NE <u>U.S. 1.29</u> Describe the rapid growth of slavery in the South after 1800; analyze slave life and resistance; and the impact of the cotton gin</p>		<p align="center"><i>Performance Standards</i></p> <p><u>U.S. 1.26</u> Describe the causes, course, and consequences of America’s westward expansion and the War of 1812. <u>U.S. 1.24</u> Describe the election of 1828</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE</b></p> <p>Chapter 8 Sec. 1-3 Pg. 212-225</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE</b></p> <p>Chapter 8 Sec. 4 and 5 Pg. 226-235</p>	
<p><b>Objectives (Students will...)</b> -Discuss the major campaigns of the War of 1812. -List the results of the Treaty of Ghent</p>	<p><b>Essential Question</b> -Although the War of 1812 produced no clear winner, why did it give Americans a stronger sense of nationalism?</p>	<p><b>Objectives (Students will...)</b> -Explain why cotton dominated the Southern economy -Describe the different socio—economic classes in Antebellum America. -List the components of the Missouri compromise.</p>	<p><b>Essential Question</b> Why did sectional disputes erode the spirit of nationalism that was sweeping the nation?</p>

<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe)</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p><b>Evaluation/Activities</b>  Section reviews  New England Mill Workers  On Slavery worksheets  Chart on sectionalism</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>	<p><b>Evaluation/Activities</b>  President Jackson's  Inauguration ws  Presidential Campaign  of 1840  <b>Test</b></p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>

<b>Week 19</b>		<b>Week 20</b>	
<i>Performance Standards</i>  <b>REVIEW FOR MID YEAR EXAM</b>		<i>Performance Standards</i>  <b>MID YEAR EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b> <b>UNITS</b> <b>REVIEW UNITS ONE, TWO, THREE</b>		<b>Unit/Topic/Lesson</b>	
<p><b>Objectives (Students will...)</b>  -Demonstrate knowledge of content material as presented in Semester 1  -Understand test-taking strategies: multiple choice, open response, and primary source documents</p>	<p><b>Essential Question</b>  What do students know and are able to do?</p>	<p><b>Objectives (Students will...)</b></p>	<p><b>Essential Question</b></p>
<p><b>Teacher Resources</b>  Study Guides and Preview Materials</p>	<p><b>Media Resources</b></p>	<p><b>Teacher Resources</b></p>	<p><b>Media Resources</b></p>

<p align="center"><b>Evaluation/Activities</b></p> <p align="center"><b>MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY I (113)</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><b>MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY I (113)</b></p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>
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**SEMESTER 2 UNITED STATES HISTORY I (113)**

Week 21		Week 22	
<p align="center"><i>Performance Standards</i></p> <p><u>U.S.1.30</u> Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory education.</p> <p><u>U.S.1.31</u> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism</p> <p><u>U.S.1.32</u> Describe important religious trends that shaped antebellum America.</p>		<p align="center"><i>Performance Standards</i></p> <p><u>U.S.1.33</u> Analyze the goals and effect of antebellum women’s suffrage movement</p> <p><u>U.S.1.34</u> Analyze the emergence of the Transcendentalist movement.</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>UNIT THREE</b></p> <p>Chapter 9 Section 1 and 2 Pg. 242-255 <b>Frederick Douglass’ Independence Day Speech At Rochester, NY</b></p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>UNIT THREE</b></p> <p>Chapter 9 Sec. 3 and 4 Pg. 256-267 <b>Seneca Falls Decl. of Sentiments and Resolve</b></p>	
<p><b>Objectives (Students will...)</b></p> <p>-Explain how Jackson’s background influenced his ideas of democratic government.</p> <p>-Describe how the nullification crisis sparked debate over states’ rights.</p>	<p><b>Essential Question</b></p> <p>How did the election of Andrew Jackson usher in a new era of American politics?</p>	<p><b>Objectives (Students will...)</b></p> <p>-Explain the goal of the different groups active during the Second Great Awakening.</p> <p>-Identify the key ideas of social reformers in Antebellum America</p>	<p><b>Essential Question</b></p> <p>-What dramatic social and cultural changes did the US undergo during the early and mid 1800s?</p>

<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe)</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p><b>Evaluation/Activities</b>  Section reviews  William Garrison ws  Life as a Freeman ws  FD's speech quiz</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comment: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>	<p><b>Evaluation/Activities</b>  Section Reviews  Lasting Impact of Women  In Politics worksheet  On Southern and Northern  Women worksheets  <b>Test</b></p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>

<b>Week 23</b>		<b>Week 24</b>	
<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
<p><u>U.S. 1.26</u> Describe the causes, course, and consequences of America's westward expansion  <u>U.S.1.36</u> Summarize the critical developments leading to the Civil War</p>		<p><u>U.S. 1.26</u> Describe the causes, course, and consequences of America's westward expansion  <u>U.S.1.36</u> Summarize the critical developments leading to the Civil War</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>	
<p>Chapter 10 Sec. 1 and 2  Pg. 272-280</p>		<p>Chapter 10 Sec. 3 and 4  Pg. 281-291</p>	
<p><b>Objectives (Students will...)</b>  -Analyze the connection between the religious and social reform.</p>	<p><b>Essential Question</b>  -How do the Antebellum reform movements provide a natural link to the reform movements of today?</p>	<p><b>Objectives (Students will...)</b>  -List major areas of society that reformers set out to improve.</p>	<p><b>Essential Question</b>  In what ways did reforms uphold American values and ideas?</p>

<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b>  <b>American Vision, Appleby et al (Glencoe)</b>  <b>America: Pathways, Cayton (PrenticeHall)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b>  PowerPoint Presentation: Notes  -Audio/Visual Clips  -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p><b>Evaluation/Activities</b>  Section Reviews  Hiawatha worksheet  Map of West. Mississippi</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>	<p><b>Evaluation/Activities</b>  Section Reviews  Traveling West ws  Gold, Gold, Gold ws  Annexation of Texas ws  <b>Test</b></p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>

<b>Week 25</b>	<b>Week 26</b>
<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><u>U.S.1.35</u> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the Early 19<sup>th</sup> century.</p> <p><u>U.S.1.36</u> Summarize the critical developments leading to the Civil War with reference to the Missouri Compromise, S.C .Nullification Crisis, Wilmot Proviso, and Compromise of 1850, <i>Uncle Tom's Cabin</i>, and the Kansas-Nebraska Act, the Dred Scott Supreme Court Case, the Lincoln-Douglas debates, and John Brown's raid on Harper's Ferry.</p>	<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><u>U.S.1.35</u> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the Early 19<sup>th</sup> century.</p> <p><u>U.S.1.36</u> Summarize the critical developments leading to the Civil War with reference to the Missouri Compromise, S.C .Nullification Crisis, Wilmot Proviso, and Compromise of 1850, <i>Uncle Tom's Cabin</i>, and the Kansas-Nebraska Act, the Dred Scott Supreme Court Case, the Lincoln-Douglas debates, and John Brown's raid on Harper's Ferry.</p>
<p style="text-align: center;"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b></p> <p>Chapter 11 Sec. 1  Pg. 298-302  <b>Lincoln's House Divided Speech</b></p>	<p style="text-align: center;"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b></p> <p>Chapter 11 Sec 2  Pg. 303-309</p>

<p><b>Objectives (Students will...)</b> -List groups involved in the early Abolitionist movement.</p>	<p><b>Essential Question</b> How did abolitionists challenge the morality and legality of slavery in the United States?</p>	<p><b>Objectives (Students will...)</b> -Analyze how Northerners and Southerners viewed abolition. -List the objections, regionally, to abolition.</p>	<p><b>Essential Question</b> Should abolitionists have broken the law to help enslaved persons escape?</p>
<p><b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<p><b>Evaluation/Activities</b> Section Review Uncle Tom's Cabin ws In Defense of Slavery ws Cannibals All</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p><b>Evaluation/Activities</b> Section Review Fugitive Slave law ws Analyzing Political speeches Quiz</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

<b>Week 27</b>	<b>Week 28</b>
<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><u>U.S.1.35</u> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the Early 19<sup>th</sup> century. <u>U.S.1.36</u> Summarize the critical developments leading to the Civil War with reference to the Missouri Compromise, S.C .Nullification Crisis, Wilmot Proviso, and Compromise of 1850, <i>Uncle Tom's Cabin</i>, and the Kansas-Nebraska Act, the Dred Scott Supreme Court Case, the Lincoln-Douglas debates, and John Brown's raid on Harper's Ferry</p>	<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><u>U.S.1.35</u> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the Early 19<sup>th</sup> century. <u>U.S.1.36</u> Summarize the critical developments leading to the Civil War with reference to the Missouri Compromise, S.C .Nullification Crisis, Wilmot Proviso, and Compromise of 1850, <i>Uncle Tom's Cabin</i>, and the Kansas-Nebraska Act, the Dred Scott Supreme Court Case, the Lincoln-Douglas debates, and John Brown's raid on Harper's Ferry <u>U.S.1.38</u> Analyze Lincoln's Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered</p>

Unit/Topic/Lesson UNIT FOUR		Unit/Topic/Lesson UNIT FOUR	
Chapter 11 Sec. 3 Pg. 311-315 <b>Dred Scot Decision</b>		Chapter 11 Sec. 4 Pg. 318-321	
<b>Objectives (Students will...)</b> -Discuss the inventions that made it easier to farm the plains. -Analyze why Americans were willing to give up their lives in the East to move to the West.	<b>Essential Question</b> What is meant by Manifest Destiny?	<b>Objectives (Students will...)</b> -Chronicle the opening of Texas to settlers.	<b>Essential Question</b> Why did Texas declare war on Mexico?
<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b> Section Review Lincoln-Douglas Debates Interview with John Brown Separate but Equal ws Quiz	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> Section Review On Southern Secession ws Opinion paper, should the South secede?	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 29	Week 30
<b><i>Performance Standards</i></b>  <u>U.S.1.37</u> On a map of North America, identify Union and Confederate States at the outbreak of the Civil War. <u>U.S.1.38</u> Analyze Lincoln's Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered <u>U.S.1.39</u> Analyze the roles and policies of Civil War leaders and describe the important battles and events.	<b><i>Performance Standards</i></b>  <u>U.S.1.37</u> On a map of North America, identify Union and Confederate States at the outbreak of the Civil War. <u>U.S.1.38</u> Analyze Lincoln's Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered <u>U.S.1.39</u> Analyze the roles and policies of Civil War leaders and describe the important battles and events.

Unit/Topic/Lesson UNIT FOUR		Unit/Topic/Lesson UNIT FOUR	
Chapter 12 Sec. 1 Pg. 326-332		Chapter 12 Sec. 2 Pg. 333-339	
<b>Objectives (Students will...)</b> -Describe the circumstances under which Texas and Oregon were admitted to the Union. -Discuss the major events of the war with Mexico.	<b>Essential Question</b> How was the idea of Manifest Destiny realized as a result of the war with Mexico?	<b>Objectives (Students will...)</b> -Explain how the government dealt with slavery in the territories acquired after the war with Mexico.	<b>Essential Question</b> Should new states admitted to the union be free or slave?
<b>Teacher Resources</b> American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>Teacher Resources</b> American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b> Section Review Battle map Purpose of Civil War ws Robert E. Lee ws Battle of Manassas ws	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> Using letters as Primary Sources worksheet Section Review	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 31	Week 32
<b>Performance Standards</b>  <u>U.S.1.37</u> On a map of North America, identify Union and Confederate States at the outbreak of the Civil War. <u>U.S.1.38</u> Analyze Lincoln's Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered <u>U.S.1.39</u> Analyze the roles and policies of Civil War leaders and describe the important battles and events.	<b>Performance Standards</b>  <u>U.S.1.37</u> On a map of North America, identify Union and Confederate States at the outbreak of the Civil War. <u>U.S.1.38</u> Analyze Lincoln's Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered <u>U.S.1.39</u> Analyze the roles and policies of Civil War leaders and describe the important battles and events.

<b>Unit/Topic/Lesson UNIT FOUR</b>		<b>Unit/Topic/Lesson UNIT FOUR</b>	
Chapter 12 Sec. 3 Pg. 341-347 <b>Lincoln's Gettysburg Address</b> <b>Lincoln's Second Inaugural Address</b>		Chapter 12 Sec. 3 Cont.	
<b>Objectives (Students will...)</b> List the major features of the Compromise of 1850 -Evaluate how the Fugitive Slave Act heightened sectional tensions. -Summarize the effects of the Kansas-Nebraska Act.	<b>Essential Question</b> Which side, North or South, achieved more of its goals in the Compromise of 1850?	<b>Objectives (Students will...)</b> -Analyze the events that led to increased sectional tensions in the late 1850s. -Describe the Lincoln-Douglas debates.	<b>Essential Question</b> What were the major political parties of the time, and what were their views on slavery, states' rights, and the economy?
<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>Teacher Resources</b> <b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b> Section Review Analyzing PS worksheet	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> Map of Vicksburg and Gettysburg	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

<b>Week 33</b>	<b>Week 34</b>
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<b><i>Performance Standards</i></b>		<b><i>Performance Standards:</i></b>	
<p><u>U.S.1.37</u> On a map of North America, identify Union and Confederate States at the outbreak of the Civil War.</p> <p><u>U.S.1.38</u> Analyze Lincoln’s Presidency, the Emancipation Proclamation, his views on Slavery, and the political obstacles he encountered</p> <p><u>U.S.1.39</u> Analyze the roles and policies of Civil War leaders and describe the important battles and events.</p>		<p><u>U.S.1.40</u> Provide examples of the various effects of the Civil War.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>	
<p>Chapter 12 Sec. 4 Pg. 348-352 Election of 1864 End of the War</p>		<p>Chapter 13 Sec. 1 Pg. 360-365 Breaking Down Slavery</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<p>-Describe the various attempts to find a compromise between demands of the north and south.</p> <p>-Identify the causes of the United States Civil War.</p>	<p>What events pushed the nation into civil war?</p>	<p>-Assess the strengths and weaknesses of each regions’ economy and infrastructure.</p> <p>-Contrast the political situations of the Union and the Confederacy.</p>	<p>What is meant by the idea that the Civil War was the first modern war?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>	<p><b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard</p>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p>Section Review <i>Gettysburg Address ws</i> <b>Chapter test</b></p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>	<p>Section Review</p>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster</p>

<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
<u>U.S.1.40</u> Provide examples of the various effects of the Civil War. <u>U.S.1.41</u> Explain the policies and consequences of Reconstruction.		<u>U.S.1.40</u> Provide examples of the various effects of the Civil War. <u>U.S.1.41</u> Explain the policies and consequences of Reconstruction.	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>	
Chapter 13 Sec. 2 Pg. 366-370 Three Plans for Reconstruction 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> Amendments: Civil Rights Acts 1866, 1875		Chapter 13 Sec. 3 Pg. 371-375 Reconstruction in the South	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Describe the progress of the war in the West. -Contrast the effects of war on regional economies. -Evaluate the soldiers' wartime experiences..	Do you think the violations of civil liberties during the Civil War were necessary?	-Evaluate the importance of Vicksburg and Gettysburg. -Explain the use of total war in the deep south and how it relates to Union victory.	What do you think might have been the outcome if the Confederate army had won at Gettysburg?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>American Vision, Appleby et al (Glencoe) 2005</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>American Vision, Appleby et al (Glencoe)</b> <b>America: Pathways, Cayton (PrenticeHall)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
Section review Legislation ws Trial of President Johnson ws	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	Section Review Bleak Future for Freeman	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 37

Week 38

<b>Performance Standards</b>		<b>Performance Standards</b>	
U.S.1.41 Explain the policies and consequences of Reconstruction		U.S.1.41 Explain the policies and consequences of Reconstruction	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>	
Chapter 13 Sec. 4 Pg. 376-379 Retreat from Reconstruction In the North		Chapter 13 Sec. 4 Continued <i>Plessy v Ferguson</i>	
<b>Objectives (Students will...)</b> -Contrast Lincoln's plan with that of Johnson and the Radical Republicans. -Discuss the life in the reconstructed south.	<b>Essential Question</b> In your opinion, whose approach to reconstruction was more appropriate?	<b>Objectives (Students will...)</b> -Discuss Republican rule in the south during Reconstruction. -Describe how African Americans worked to improve their lives. -Explain how reconstruction ended.	<b>Essential Question</b> How did the various attempts at American reconstruction impact our nation and its citizens?
<b>Teacher Resources</b> American Vision, Appleby et al (Glencoe) 2005 America: Pathways, Cayton (PrenticeHall) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard	<b>Teacher Resources</b> American Vision, Appleby et al (Glencoe) America: Pathways, Cayton (PrenticeHall) <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<b>Media Resources</b> PowerPoint Presentation: Notes -Audio/Visual Clips -Primary Sources/Political Cartoons displayed on SmartBoard
<b>Evaluation/Activities</b> Section Review Election of 1876	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> Chapter Test	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster:

Week 39		Week 40	
<i>Performance Standards</i> <b>REVIEW FOR FINAL EXAM</b>		<i>Performance Standards</i> <b>FINAL EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b> <b>UNITS</b> <b>REVIEW UNITS THREE AND FOUR</b>		<b>Unit/Topic/Lesson</b>	
<b>Objectives (Students will...)</b> -Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents	<b>Essential Question</b> What do students know and are able to do?	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<b>Teacher Resources</b> Study Guides and Preview Materials	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Evaluation/Activities</b> <b>STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY I (113)</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>	<b>Evaluation</b> <b>STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY I (113)</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>