



**Curriculum Map  
United States History I  
College  
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
- Encouraging civic and social responsibility
- In conjunction with the Saugus High School Mission Statement (2000)

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

**SEMESTER 1 UNITED STATES HISTORY I (112)**

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<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 Locke and Montesquieu.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE/TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>	
<p><b>REVIEW: Three Worlds Meet: Beginnings to 1763</b>  <b>Chapter 4: THE AMERICAN REVOLUTION, 1754-1783</b>  <b>Section I: The Colonies Fight for their Rights.</b></p> <ul style="list-style-type: none"> <li>- The French and Indian War.</li> <li>- The Colonies Grow Discontented.</li> <li>- The Stamp Act Crisis.</li> <li>- The Townshend Acts.</li> <li>- <i>Mass. Body of Liberties</i> (1641)</li> <li>- <i>Suffolk Resolves</i> (1774)</li> </ul> <p>Pg. 116-123</p>		<p><b>Section 2: The Revolution Begins.</b></p> <ul style="list-style-type: none"> <li>- Massachusetts Defies Britain</li> <li>- The Revolution Begins</li> <li>- The Decision for Independence.</li> <li>- <i>Two Treaties of Government, Locke</i></li> <li>- <i>Spirit of the Laws, Montesquieu</i></li> </ul> <p>Pg. 123-133</p>	
<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>- Summarize events that fueled colonial discontent.</li> <li>- Explain how the Sugar Act, Stamp Act, Townshend Act, etc. affected the relationship between Britain and the colonies.</li> </ul>	<p><b>Essential Question</b></p> <p>What were the tensions that developed between the British and the American colonies as British leaders sought greater control over their North American empire?</p>	<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>- Describe ways in which Massachusetts continued to defy Britain after 1772.</li> <li>- Examine the first battles between the British and the colonists.</li> </ul>	<p><b>Essential Question</b></p> <p>Why did the colonies fight Britain for independence?</p>
<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Video: American Revolution segments                      Overhead: Notes, Vocabulary, Timeline</p>	<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Video: American Revolution segment                      Overhead: Notes, Map</p>
<p><b>Evaluation/Activities</b></p> <p><b>Unit 2 Pretest for Chapters 4, 5, and 6</b></p> <ul style="list-style-type: none"> <li>- Performance Assessment</li> <li>Activities with Rubrics.</li> <li>- Section Quiz.</li> </ul>	<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><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Performance Assessment Activities</li> <li>With Rubrics.</li> <li>- Section Quiz.</li> </ul>	<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 3		Week 4	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<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><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>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>	
<p><b>Primary Source Documents:</b>  <b>1. Mayflower Compact</b>  <b>2. Declaration of Independence</b>  Pg. 134-137, Appendix A</p>		<p><b>Section 3: The War For Independence.</b>  - The Opposing Sides.  - Northern Campaign.  - War in the West.  - War at Sea.  - Southern Campaign.  - The War is Won.  Pg. 138-145</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Recognize the importance of the Declaration of Independence	Which idea(s) expressed in the Declaration is the most important and why?	-Describe the strategies behind the Northern and southern campaigns. -Summarize the scope of war in the west and at sea.	What would have been the consequences in America if the war was not a colonial victory?
<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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	DVD: 1776	<b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video: American Revolution segments DVD: National Treasure Overhead: Notes, Map
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
- Essay or Oral Presentations. - Cooperative Learning Activity. - <b>Primary Source Test</b>	<b>Completed by:</b>	- Performance Assessment Activities with Rubrics - Section Quiz.	<b>Completed by:</b>
	<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster		<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. 1.5</u> Explain the role of Massachusetts in the Revolution, including important events and leaders from Massachusetts.</p> <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 align="center"><b>Performance Standards:</b></p> <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 align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Section 4: The War Changes American Society.</b></p> <ul style="list-style-type: none"> <li>- New Political Ideas.</li> <li>- American Society.</li> <li>-<i>Virginia Statute for Religious Freedom</i> (1786)</li> <li>- <i>Massachusetts Constitution</i> (1780)</li> </ul> <p>Pg. 147-152</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Chapter 5: CREATING A CONSTITUTION, 1781-1789</b></p> <p><b>Section 1: The Confederation</b></p> <ul style="list-style-type: none"> <li>- The Achievements of the Continental Congress.</li> <li>- The Congress Falters.</li> </ul> <p>Pg. 158-162</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Explain the position of women and African Americans in the new political system</p>	<p align="center"><b>Essential Question</b></p> <p>How did the American Revolution change American society?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-List the achievements of the newly formed Confederate Congress. -Identify the weaknesses of the Confederate Congress</p>	<p align="center"><b>Essential Question</b></p> <p>What do you think was the most serious flaw(s) of the Articles of Confederation and why do you think so?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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><i>Exam View: CD ROM</i></p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Overhead: Notes, Vocabulary,</p>
<p align="center"><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Section Quiz.</li> <li>- Wrap Up Projects</li> <li>- <b>Chapter 4 Test.</b></li> </ul>	<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> <ul style="list-style-type: none"> <li>-Performance Assessment Activities with Rubrics</li> <li>-Section Quiz.</li> </ul>	<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	
<p align="center"><b>Performance Standards</b></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 align="center"><b>Performance Standards</b></p> <p><u>U.S. 1.8</u> Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and independent judiciary</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Section 2: A New Constitution.</b></p> <ul style="list-style-type: none"> <li>- The Constitutional Convention.</li> <li>- A Union Built on Compromise.</li> <li>- A Framework for Limited Government.</li> </ul> <p>Pg. 164-169</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Primary Source Documents:</b></p> <ol style="list-style-type: none"> <li><b>1. The Northwest Ordinance</b></li> <li><b>2. U.S. Constitution</b></li> <li><b>3. Federalist Papers , No. 10</b></li> </ol> <p>-Federalist Papers 1,9,39,51,78 Pg. 188-207, Appendix A</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Describe the issues at stake during the Constitutional Convention -Discuss compromises reached during the convention.</p>	<p align="center"><b>Essential Question</b></p> <p>How did the new Constitution uphold the principle of state authority and provide needed national authority?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Summarize the main points in the debate between the Federalists and Anti-Federalists.</p>	<p align="center"><b>Essential Question</b></p> <p>How important were the <b>Federalist Papers</b> to the Federalist arguments for ratification?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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>Overhead: Notes, Graphic Organizer</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Overhead: Notes</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>- Performance Assessment Activities with Rubrics. - Section 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>	<p align="center"><b>Evaluation/Activities</b></p> <p>-Essay or Oral Presentations. -Cooperative Learning Activity <b>-Primary Source 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>

Week 9		Week 10	
<p align="center"><b>Performance Standards</b></p> <p><u>U.S. 1.9</u> Explain the reasons for the passage of the Bill of Rights.</p> <p><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>Performance Standards</b></p> <p><b>The Formation and Framework of American Government.</b>  <u>US1.11</u> - P.180-2, 700  <u>US1.12</u> - P.33, 148, 180 2, 709, 780, 1002-3  <u>US1.13</u> – P.148, 166, 168-9, 180  <u>US1.14</u> – P.71, 148, 166, 168-9, 180</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Section 3: Ratification</b></p> <ul style="list-style-type: none"> <li>- A Great Debate.</li> <li>- A Fight for Ratification.</li> <li>- <i>Magna Carta</i> (1215)</li> <li>- <i>English Bill of Rights</i> (1689)</li> </ul> <p>Pg. 172-175</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>CONSTITUTION HANDBOOK</b> <b>THE CONSTITUTION OF THE UNITED STATES</b></p> <p><b>The Constitution Handbook</b></p> <ol style="list-style-type: none"> <li><b>1. Preamble</b></li> <li><b>2. Articles I-VII</b></li> <li><b>3. Bill of Rights</b></li> </ol> <p>Pg. 178-187</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 <b>Constitution.</b></p> <p>-Identify the branches of the federal government and their separate areas of power.</p> <p>-Understand the responsibilities that American citizens share.</p>	<p align="center"><b>Essential Question</b></p> <p>How did the <b>Constitution</b> 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) 2005 SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center"><b>Media Resources</b></p> <p>Video: “School House Rock”  Overhead: Notes, Map  ExamView: CD ROM</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) SUPPLEMENTALS: Constitution Handbook</b></p>	<p align="center"><b>Media Resources</b></p> <p>Overhead: <b>Constitutional Worksheets</b>  Video: The Constitution  Video: “How a Bill Becomes A Law”</p>
<p align="center"><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Map Quiz</li> <li>- Section Quiz.</li> <li>- Wrap Up Projects.</li> <li>- <b>Chapter 5 Test.</b></li> </ul>	<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> <ul style="list-style-type: none"> <li>- Performance Assessment Activities with Rubrics.</li> <li>- <b>Constitution Handbook Test</b></li> </ul>	<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 11		Week 12	
<p align="center"><i>Performance Standards</i></p> <p><b>The Formation and Framework of American Government.</b>  <u>US1.15</u> – P.169, 180  <u>US1.16</u> – P.212, 214, 216, 219  <u>US1.17</u> – P.148, 180, 549  <u>US1.18</u> – P.95, 180, 549  <u>US1.19</u> – P.182-4, 186  <u>US1.20</u> – P.212, 214-6, 333, 503-5  <u>US1.21</u> – P.182-5</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).</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>CONSTITUTION HANDBOOK</b>  <b>THE CONSTITUTION OF THE UNITED STATES</b></p> <p><b>The Constitution Handbook</b>  <b>1. Preamble</b>  <b>2. Articles I-VII</b>  <b>3. Bill of Rights</b>  Pg. 178-187</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b>  <b>Chapter 6: FEDERALISTS AND REPUBLICANS, 1789-1816</b>  <b>Section 1: Washington and Congress</b>  - Creating a New Government.  - Financing the Government  - The Rise of Political Parties.  - <i>Washington’s Farewell Address</i> (1796)  Pg. 210-214</p>	
<p align="center"><b>Objectives (Students will...)</b>  -Examine the first 10 amendments (Bill of Rights).  -Identify the significance of Amendments 11-27.</p>	<p align="center"><b>Essential Question</b>  Why are amendments needed?</p>	<p align="center"><b>Objectives (Students will...)</b>  -Explain Hamilton’s economic issues.  -Discuss the growing tensions between the nation’s political parties.</p>	<p align="center"><b>Essential Question</b>  How had the adoption of the new Constitution and new leaders deal effectively with the challenges facing the new nation?</p>
<p align="center"><b>Teacher Resources</b>  American Vision, Appleby et al (Glencoe)  <b>SUPPLEMENTALS: Constitution Handbook</b></p>	<p align="center"><b>Media Resources</b>  Overhead: <b>Constitutional Worksheets</b>  ExamView: CD ROM</p>	<p align="center"><b>Teacher Resources</b>  American Vision, Appleby et al (Glencoe)  <b>SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</b></p>	<p align="center"><b>Media Resources</b>  Video: Presidents—Washington</p>
<p align="center"><b>Evaluation/Activities</b>  - Performance Assessment Activities with Rubrics.  -<b>Constitution Handbook 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>  - Performance Assessment Activities with Rubrics.  - Section 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>

Week 13		Week 14	
<p align="center"><b>Performance Standards</b></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).</p>		<p align="center"><b>Performance Standards</b></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).</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Section 2: Partisan Politics</b></p> <ul style="list-style-type: none"> <li>- Washington's Foreign Policy.</li> <li>- Westward Expansion.</li> <li>- Washington Leaves Office.</li> <li>- The Quasi-War with France.</li> <li>- War Between Parties.</li> </ul> <p>Pg. 215-220</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b></p> <p><b>Section 3: Jefferson in Office</b></p> <ul style="list-style-type: none"> <li>- Jefferson Takes Office.</li> <li>- Rise of the Supreme Court</li> <li>- The US Expands West</li> <li>- Rising International Tensions</li> <li>- <i>Jefferson's First Inaugural Address</i> (1801)</li> </ul> <p>Pg. 221-225</p>	
<p><b>Objectives (Students will...)</b></p> <p>-Discuss rising tension between Western settlers and Native Americans.</p>	<p><b>Essential Question</b></p> <p>What was the importance of Washington's Farewell Address?</p>	<p><b>Objectives (Students will...)</b></p> <p>-Evaluate the changing role of the Supreme Court. -Discuss the events leading to the Louisiana Purchase.</p>	<p><b>Essential Question</b></p> <p>How have historians viewed the administrations of the first three presidents?</p>
<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Video: Presidents—Adams</p>	<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Video: Presidents—Jefferson Video/Map of Louisiana Purchase</p>
<p><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Performance Assessment Activities with Rubrics.</li> <li>- Section Quiz.</li> </ul>	<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><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Performance Assessment Activities with Rubrics.</li> <li>- Section Quiz.</li> </ul>	<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 15		Week 16	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<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><u>U.S. 1.25</u> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <b>Marbury v. Madison (1803)</b></p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
<p><b>Section 4: The War of 1812</b></p> <ul style="list-style-type: none"> <li>- The Decision for War</li> <li>- Invasion of Canada</li> <li>- The War Ends</li> </ul> <p>Pg. 228-232</p>		<p><b>Chapter 7: THE YOUNG REPUBLIC, 1789-1850</b></p> <p><b>Section I: American Nationalism</b></p> <ul style="list-style-type: none"> <li>- The Era of Good Feeling</li> <li>- Economic Nationalism</li> <li>- Judicial Nationalism</li> <li>- Nationalist Diplomacy</li> </ul> <p>Pg. 240-244</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>-Discuss the major campaigns of the War of 1812?</li> <li>-List the results of the Treaty of Ghent.</li> </ul>	<p>Although the War of 1812 produced no clear winner, why did it give Americans a strong sense of national pride?</p>	<ul style="list-style-type: none"> <li>-Analyze how John Marshall strengthened the Supreme Court.</li> <li>-Evaluate how nationalism affected the nation’s foreign policy after the War of 1812</li> </ul>	<p>What are examples of the patriotism and nationalism that united our country then and now?</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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Video: Presidents—Madison</p>	<p><b>American Vision, Appleby et al (Glencoe)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Video: Presidents—Monroe  Overhead: Notes, Vocab, Timeline</p>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<ul style="list-style-type: none"> <li>- Section Quiz.</li> <li>- Wrap Up Projects.</li> <li>- <b>Chapter 6 Test.</b></li> <li>- <b>Unit 2 Posttest for Chapters 4, 5, 6</b></li> </ul>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>	<p><b>Unit 3 Pretest for Chapters 7,8,9</b></p> <ul style="list-style-type: none"> <li>-Performance Assessment Activities with Rubrics</li> <li>-Section Quiz</li> </ul>	<p><b>Completed by:</b></p> <p><b>Comments: <i>Alternative Evaluation:</i></b>  Paper, Project, Poster</p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></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.</p> <p><u>U.S. 1.28</u> Explain the emergence and impact of the textile industry in New England.</p>		<p align="center"><b>Performance Standards</b></p> <p><u>U.S. 1.29</u> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE</b></p> <p><b>Section 2: Early Industry</b></p> <ul style="list-style-type: none"> <li>- A Revolution in Transportation</li> <li>- A New System of Production</li> <li>- The Rise of Large Cities</li> <li>- Workers Begin to Organize</li> <li>- The Family Farm</li> </ul> <p>Pg. 245-250</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE</b></p> <p><b>Section 3: The Land of Cotton</b></p> <ul style="list-style-type: none"> <li>- The Southern Economy</li> <li>- Society in the South</li> <li>- Slavery</li> <li>- Enslavement</li> </ul> <p>Pg. 251-256</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Examine the changes that took place in transportation in the early 1800s.</li> <li>-Discuss how the Industrial Revolution changed methods of production.</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>What were the great changes the revolution in transportation and industry brought about in the North?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Explain why cotton dominated the Southern economy.</li> <li>-Describe the social classes in the South.</li> <li>-List the major parts of the Missouri Compromise</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>Why did sectional disputes erode the spirit of nationalism that was sweeping the country?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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>Video: Transcontinental Railroad Overhead: Notes, Transparencies</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Video: Presidents—John Quincy Adams Overhead: Notes ExamView: CD ROM</p>
<p align="center"><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Performance Assessment Activities with Rubrics.</li> <li>- Section Quiz.</li> </ul>	<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> <ul style="list-style-type: none"> <li>- Wrap Up Projects</li> <li>- <b>Chapter 7 Test</b></li> </ul>	<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 19		Week 20	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>REVIEW FOR MID YEAR EXAM</b>		<b>MID YEAR EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b> <b>UNITS ONE, TWO, THREE</b>		<b>Unit/Topic/Lesson</b>	
Review Unit 1: Three Worlds Meet, Chap 1-3 Review Unit 2: Creating a Nation, Chap 4-6 <b>United States Constitution</b> Review Unit 3: The Young Republic, Chap 7			
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	What do students know and are able to do?		
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Study Guides and Preview Materials			
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation</b>	<b>Completion date:</b>
<b>MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY I (112)</b>	<b>Completed by:</b>	<b>MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY I (112)</b>	<b>Completed by:</b>
	<b>Comments</b>		<b>Comments</b>

**SEMESTER 2 UNITED STATES HISTORY I (112)**

Week 21		Week 22	
<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
<p><u>U.S.1.24</u> Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as president.</p> <p><u>U.S.1.23</u> Analyze political participation and suffrage</p>		<p><u>U.S.1.32</u> Describe important religious trends that shaped antebellum America.</p> <p><u>U.S.1.34</u> Analyze the emergence of the Transcendentalist movement.</p>	
<b>Unit/Topic/Lesson UNIT THREE</b>		<b>Unit/Topic/Lesson UNIT THREE</b>	
<p><b>Chapter 8: THE SPIRIT OF REFORM, 1828-1845</b>  <b>Section 1: Jacksonian America</b>                      - A New Era in Politics                      - Nullification Crisis                      - Policies Toward Native Americans                      - The National Bank                      - New Party Emerges                      Pg. 266-272</p>		<p><b>Section 2: A Changing Culture</b>                      - The New Wave of Immigrants                      - A Religious Revival                      - A Literary Renaissance                          A. Ralph W. Emerson                          B. Henry D. Thoreau                      - Utopian Communities                      Pg. 273-277</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Explain how Jackson’s background influenced his ideas of democratic government. -Describe how the nullification crisis sparked debate over states’ rights.	How did the election of Andrew Johnson usher in a new era of American politics?	-Explain the goals of the different groups active in the Second Great Awakening. -Identify the key ideas of romanticism and 2 important romantic thinkers or writers.	What dramatic social and cultural changes did the US undergo during the early and mid 1800s?
<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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video Presidents—Jackson Overhead: Notes, Timeline Vocab., Pol. Cartoon	<b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video Presidents—VanBuren Overhead: Notes
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
-Performance Assessment Activities with Rubrics. -Section Quiz	<b>Completed by:</b>  <b>Comment: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	-Performance Assessment Activities with Rubrics. -Section Quiz	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 23		Week 24	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<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.1.33</u> Analyze the goals and effect of antebellum women’s suffrage movement</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
<p><b>Section 3: Reforming Society</b>            - The Reform Spirit            A. Temperance            B. Prison            C. Education            D. Women’s Education            Pg. 278-281</p>		<p><b>Section 3: Reforming Society</b>            -The Women’s Movement            A. Susan B. Anthony            B. Lucretia Mott            -<i>The Seneca Falls Declaration Of Sentiments and Resolutions</i> (1848)            Pg. 281-283</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Analyze the connection between religious and social reforms.	How did reform movements attempt to change American society?	-List major areas of society that reformers set out to improve	In what ways did reforms uphold American values and ideals?
<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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes	<b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes Video Presidents: Harrison and Tyler
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
-Performance Assessment Activities with Rubrics	<b>Completed by:</b>	-Section Quiz	<b>Completed by:</b>
	<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster		<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 25		Week 26	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><u>U.S.1.29</u> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery.</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>	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
<p><b>Section 4: The Abolitionist Movement</b> - Early Opposition to Slavery <b>Primary Source Document:</b> <b>Frederick Douglass's Independence Day Speech at Rochester, N.Y. (1852)</b> Pg. 284-285</p>		<p><b>Section 4: The Abolitionist Movement</b> - The New Abolitionists - The Response to Abolitionism Pg. 285-288</p>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-List groups involved in the early abolitionist movement	How did abolitionists challenge the morality and legality of slavery in the US?	-Analyze how Northerners and Southerners viewed abolitionism.	Should abolitionists have broken the law to help enslaved persons escape?
<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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes	<b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes, Graphic Organizer ExamView: CD ROM
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
-Performance Assessment Activities with Rubrics. -Cooperative Learning Activity	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	-Section Quiz -Wrap Up Activities <b>-Chapter 8 Test</b>	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 27		Week 28	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><u>U.S.1.26</u> Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness.</p>		<p><u>U.S.1.26</u> Continued</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
<p><b>Chapter 9: MANIFEST DESTINY, 1835-1848</b>  <b>Section 1: Western Pioneers</b>  - Americans Head West  A. Manifest Destiny  B. Trail of Tears  -Use a map of North America to trace America’s expansion.  - Settling the Pacific Coast  - The Mormon Migration  Pg. 294-297</p>		<p><b>Section 2: Independence For Texas</b>  - Opening Texas to Americans  - Texas Goes to War  Pg. 300-304</p>	
<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <p>-Discuss the inventions that make it easier to farm the plains.  -Analyze why Americans were willing to give up their lives in the East to move to the West.</p>	<p style="text-align: center;"><b>Essential Question</b></p> <p>What is meant by “Manifest Destiny”?</p>	<p style="text-align: center;"><b>Objectives (Students will...)</b></p> <p>-Chronicle the opening of Texas to American settlers.  -Discuss the major battles of the war against Mexico.</p>	<p style="text-align: center;"><b>Essential Question</b></p> <p>Why did Texas declare war on Mexico?</p>
<p style="text-align: center;"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;"><b>Media Resources</b></p> <p>Overhead: Notes, Vocab., Timeline, Map</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b>  <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p style="text-align: center;"><b>Media Resources</b></p> <p>Overhead: Notes, Map  DVD: The Alamo</p>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p>-Performance Assessment Activities with Rubrics.  -Map Quiz  -Section 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>	<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p>-Performance Assessment Activities with Rubrics.  - Section 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>

Week 29		Week 30	
<i>Performance Standards</i>		<i>Performance Standards</i>	
U.S. 1.26 Continued		U.S.1.35 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.	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b>	
<b>Section 3: The War with Mexico</b> - Lingering Question of Texas - Texas and Oregon Enter the Union - The War with Mexico Pg. 306-311		<b>Chapter 10: SECTIONAL CONFLICTS INTENSIFIES, 1848-1860</b> <b>Section 1: Slavery and Westward Expansion</b> - The Impact of the War With Mexico Pg. 320-322	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Describe the circumstances under which Texas and Oregon were admitted to the Union. -Discuss the major events of the war with Mexico.	How was the idea of “Manifest Destiny” realized as a result of the war with Mexico?	-Explain how the government dealt with slavery in the territories acquired after the war with Mexico.	Should new states being admitted to the Union, be slave or free?
<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>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video Presidents—Polk Overhead: Notes ExamView: CD ROM	<b>American Vision, Appleby et al (Glencoe)</b> <b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video Presidents—Taylor
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
-Section Quiz -Wrap Up Projects - <b>Chapter 9 Test Unit 3 Posttest for Chapters 7, 8, 9</b>	<b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Unit 4 Pretest for Chapters 10, 11, 12</b>	<b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 31		Week 32	
<p align="center"><b>Performance Standards</b></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</p>		<p align="center"><b>Performance Standards</b></p> <p><u>U.S.1.36</u> Continued with reference to the Dred Scott Supreme Court Case, the Lincoln-Douglas debates, and John Brown's raid on Harper's Ferry.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 1: Slavery and Westward Expansion</b> - The Search for Compromise</p> <p><b>Section 2: Mounting Violence</b> - <i>Uncle Tom's Cabin</i> - The Fugitive Slave Act - Transcontinental Railroad - The Kansas-Nebraska Act Pg. 322-331</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 3: The Crisis Deepens</b> - Birth of the Republican Party - The Election of 1856 - Sectional Divisions Grow - Lincoln and Douglas - John Brown's Raid - <i>Lincoln's "House Divided" Speech</i> (1858) Pg. 332-338</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-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.</p>	<p align="center"><b>Essential Question</b></p> <p>Which side, North or South, achieved more of its goals in the Compromise of 1850?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Analyze the events that increased sectional tensions in the late 1850s. -Describe the Lincoln-Douglas Senate campaign of 1850.</p>	<p align="center"><b>Essential Question</b></p> <p>What were the major political parties of the time, and what were their views on the slavery issue?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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>Video Presidents—Fillmore, Pierce, Buchanan Overhead: Notes, Graphic Organizer - <i>Uncle Tom's Cabin Annotated</i></p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Overhead: Notes, Graphic Organizer <b>Dred Scott v. Sanford ( 1857)</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p>-Performance Assessment Activities with Rubrics. - <i>Uncle Tom's Cabin Quiz</i> -Section Quiz</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>-Performance Assessment Activities with Rubrics. -Section Quiz</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments: Alternative Evaluation:</b> Paper, Project, Poster</p>

Week 33		Week 34	
<p align="center"><b>Performance Standards</b></p> <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 align="center"><b>Performance Standards:</b></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 align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 4: The Union Dissolves</b>            - The Election of 1860            - Compromise Fails            - The Civil War Begins            - Use a map of North America to identify the Union and Confederate States.            Pg. 340-345</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Chapter 11: THE CIVIL WAR, 1861-1865</b>  <b>Section 1: The Opposing Sides</b>            - Choosing Sides            - Advantages/Disadvantages            - Party Politics in the North            - Weak Southern Government            - Diplomatic Challenge            - The First “Modern” War            Pg. 345-356</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Describe the various attempts to find a compromise between demands of the North and the South.            -How and why did the Civil War begin.</p>	<p align="center"><b>Essential Question</b></p> <p>What events pushed the nation into a Civil War?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>-Assess the strengths and weaknesses of each region’s economy.            -Contrast the political situations of the Union and Confederacy.</p>	<p align="center"><b>Essential Question</b></p> <p>What is meant by the idea that the Civil War was the first “modern” war?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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>Video Presidents—Lincoln            Overhead: Notes, Map            ExamView: CD ROM</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Overhead: Notes, Vocab., Timeline, Map</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>- Map Quiz            - Section Quiz            - Wrap Up Projects            - <b>Chapter 10 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>-Performance Assessment Activities with Rubrics.            -Section 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>

Week 35		Week 36	
<p align="center"><b>Performance Standards</b></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 align="center"><b>Performance Standards</b></p> <p><u>U.S.1.39</u> Continue with the description of important leaders, battles, and events of the Civil War.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 2: The Early Stages</b> - Mobilizing the Troops - The Naval War - The War in the West - The War in the East - Emancipation Proclamation</p> <p><b>Section 3: Life During The War</b> Pg. 357-368</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 4: The Turing Point</b> - Vicksburg Falls - The Road to Gettysburg - Grant Secures Tennessee</p> <p><b>Primary Source Document:</b> <b>1. Lincoln’s Gettysburg Address</b> <b>2. Lincoln’s Second Inaugural</b></p> <p><b>Section 5: The War Ends</b> - Grant vs. Lee - Union Victories in the South - The South Surrenders Pg. 369-381</p>	
<p align="center"><b>Objectives (Students will...)</b></p> <p>-Describe the progress of war in the West. -Contrast the effects of war on regional economies. -Evaluate the soldiers’ wartime experiences.</p>	<p align="center"><b>Essential Question</b></p> <p>Do you think the draft for military service during the Civil War violated civil liberties or was the need for defense more important?</p>	<p align="center"><b>Objectives (Students will...)</b></p> <p>Evaluate the importance of events at Vicksburg, Gettysburg, and Tennessee. -Explain the importance of Union victories in Virginia and the Deep South. -Discuss surrender and the war’s aftermath.</p>	<p align="center"><b>Essential Question</b></p> <p>What do you think might have been the outcome of the war if the Confederates had won the Battle of Gettysburg?</p>
<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</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>Overhead: Notes Video: Civil War; Civil War Battles</p>	<p align="center"><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</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>Overhead: Notes, Map DVD: Glory ExamView: CD ROM</p>
<p align="center"><b>Evaluation/Activities</b></p> <p>-Performance Assessment Activities with Rubrics. -Section 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>	<p align="center"><b>Evaluation/Activities</b></p> <p>-Section Quiz - Wrap Up Projects - <b>Chapter 11 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>

Week 37		Week 38	
<i>Performance Standards</i>		<i>Performance Standards</i>	
U.S.1.40 Provide examples of the various effects of the Civil War.		U.S.1.41 Explain the policies and consequences of Reconstruction.	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Chapter 12: RECONSTRUCTION, 18165-1877</b></p> <p><b>Section 1: Reconstruction</b></p> <ul style="list-style-type: none"> <li>- The Battle Begins</li> <li>- The Freedmen’s Bureau</li> </ul> <p><b>Section 2: Congressional Reconstruction</b></p> <ul style="list-style-type: none"> <li>- Johnson Takes Office</li> <li>- Radical Republicans Take Control</li> </ul> <p>Pg. 386-395</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b></p> <p><b>Section 3: Republican Rule</b></p> <ul style="list-style-type: none"> <li>- Republican Rule in the South</li> <li>- African American Communities</li> <li>- Southern Resistance</li> </ul> <p><b>Section 4: Reconstruction Collapses</b></p> <ul style="list-style-type: none"> <li>- The Grant Administration</li> <li>- Reconstruction Ends</li> <li>- The “New South” Arises</li> </ul> <p>Pg. 398-407</p>	
<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Contrast Lincoln’s plan with that of the Radical Republicans.</li> <li>-Discuss life in the South immediately after the war.</li> <li>-Analyze the Reconstruction dispute between Johnson and Congress.</li> <li>-Describe Reconstruction</li> </ul>	<p><b>Essential Question</b></p> <p>In your opinion, whose approach to Reconstruction was more appropriate— Pres. Lincoln and Johnson or that of Congress and why do you think so?</p>	<p><b>Objectives (Students will...)</b></p> <ul style="list-style-type: none"> <li>-Discuss Republican rule in the South during Reconstruction.</li> <li>-Describe how African Americans worked to improve their lives.</li> <li>-Explain how Reconstruction ended.</li> </ul>	<p><b>Essential Question</b></p> <p>Why did the end of slavery not bring about equality for African Americans?</p>
<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe) 2005</b></p> <p><b>SUPPLEMENTALS:</b> Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Overhead: Notes, Vocab., Timeline</p> <p>Video Presidents--Johnson</p>	<p><b>Teacher Resources</b></p> <p><b>American Vision, Appleby et al (Glencoe)</b></p> <p><b>SUPPLEMENTALS:</b> Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p><b>Media Resources</b></p> <p>Overhead: Notes</p> <p>ExamView: CD ROM</p>
<p><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>-Performance Assessment Activities with Rubrics.</li> <li>-Section Quiz</li> </ul>	<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><b>Evaluation/Activities</b></p> <ul style="list-style-type: none"> <li>- Section Quiz</li> <li>- Wrap Up Projects</li> <li>- <b>Chapter 12 Test</b></li> <li>- <b>Unit 4 Posttest for Chapters 10, 11, 12</b></li> </ul>	<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 39		Week 40	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>REVIEW FOR FINAL EXAM</b>		<b>FINAL EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b> <b>UNITS THREE, FOUR</b>		<b>Unit/Topic/Lesson</b>	
Review Unit 3: The Young Republic, Chap 8-9 Review Unit 4: The Crisis of Union, Chap 10-12			
<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 (112)</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>	<b>Evaluation</b> <b>STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY I (112)</b>	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>