

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	SS
Course ID	D-HST-304AV1-K	Grade Level	9-12
Course Name	Honors US History - Semester	# of Credits	0.5
SCED Code	04101H0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Generally offered first semester. This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.3	Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.

SS12.5.4	Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.	
SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: American Beginnings Lesson 1: Semester Introduction Lesson 2: Discuss: : Getting To Know You		Define history and identify reasons for studying it. Demonstrate familiarity with the organization and format of lessons in this course.
Unit 1: American Beginnings Lesson 3: Peopling the Americas		Recognize major theories on how the earliest people came to and lived in the Americas. Recognize major theories on the peopling of the Americas. Identify methods used by archaeologists and historians to piece together the past and the reasons our knowledge of ancient Americans is limited. Describe characteristics of the earliest cultures of North America.
Unit 1: American Beginnings Lesson 4: First Americans		Compare major Native American cultures of North America. Compare the ways of life of major Native North American cultural groups.
Unit 1: American Beginnings Lesson 5: The North American Continent		Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify major physical features and climates of North America. Identify major geographic features and climates of North America.
Unit 1: American Beginnings Lesson 6: Worlds Meet		Explain the reasons for European interest in exploration in the 1400s and 1500s. Recognize the social, economic, and demographic impact of the Columbian Exchange, including the demise of native cultures and the beginnings of race-based slavery in the Americas.

		<p>Recognize the social, economic, and demographic impact of the Columbian Exchange.</p> <p>Describe the beginnings of African slavery in the Americas and the reasons for it.</p> <p>Describe the reasons for establishing an English settlement at Jamestown, the problems the colony faced, its major leaders, and how the colony was saved.</p>
<p>Unit 1: American Beginnings Lesson 7: Pilgrims and Puritans in New England</p>		<p>Explain why the Pilgrims and the Puritans settled in North America initially and during the Great Migration.</p> <p>Identify the Mayflower Compact and its significance. Identify the New England colonies and their founders.</p> <p>Describe the settlement and survival of the Jamestown colony.</p> <p>Explain the reasons for the founding and settlement of the thirteen colonies.</p> <p>Describe examples of cooperation and conflict between the New England colonists and Native Americans and the reasons for it.</p> <p>Recognize the limits on religious toleration in Puritan communities.</p>
<p>Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize distinguishing characteristics of the New England, middle, and southern colonial regions.</p> <p>Identify the middle and southern colonies and their founders.</p> <p>Recognize the reasons for founding individual middle and southern colonies.</p>

		Describe major events in Virginia's development.
Unit 1: American Beginnings Lesson 9: Your Choice		
Unit 1: American Beginnings Lesson 10: The Colonies Grow and Change		<p>Recognize the reasons for and characteristics of indentured servitude and slavery in the colonies.</p> <p>Describe the social and economic structure of the New England, middle, and southern colonies in the eighteenth century.</p> <p>Identify ways in which the need for labor influenced the settlement of the colonies.</p> <p>Explain the nature of triangular trade.</p> <p>Describe the Middle Passage.</p> <p>Recognize examples of self-government in the colonies during the eighteenth century.</p>
Unit 1: American Beginnings Lesson 11: New Ideas and Issues		<p>Identify major ideas of the Enlightenment and the Great Awakening.</p> <p>Explain the significance of the French and Indian War to the colonies.</p> <p>Explain the relationship between the geography of the colonies and their economic structures.</p> <p>Describe the institution of slavery as it existed in eighteenth-century British America.</p>
Unit 1: American Beginnings Lesson 12: Looking at the Colonies	SS12.1.1, SS12.1.3, SS12.2.1, SS12.4.4, SS12.5.2	<p>Identify major geographic features and climates of North America.</p> <p>Explain the relationship between the geography of the colonies and their economic structures.</p> <p>Compare and contrast the New England, middle colonies, and</p>

		southern colonies in terms of economics and culture.
Unit 1: American Beginnings Lesson 13: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.
Unit 1: American Beginnings Lesson 14: American Beginnings Unit Test	SS12.1.1, SS12.1.3, SS12.2.1, SS12.4.4, SS12.5.2	
Unit 2: Formation of the United States Lesson 1: Growing Tension		<p>Recognize major territorial and political results of the French and Indian War.</p> <p>Explain the disagreement between the British government and the colonists on the issues of taxation and Parliamentary authority after 1763.</p> <p>Explain the disagreement and growing tension between the British government and the colonists on issues of taxation and Parliamentary authority between 1763 and 1775.</p> <p>Trace the growing tension between Britain and the colonies before 1774.</p>
Unit 2: Formation of the United States Lesson 2: Moving Toward Independence		<p>Analyze the message and impact of Thomas Paine's Common Sense.</p> <p>Identify key individuals in the independence movement.</p> <p>Identify major events, leaders, and foreign assistance during the American Revolution.</p> <p>Describe the purpose, members, and accomplishments of the First and Second Continental Congresses.</p> <p>Recognize the events at Lexington, Concord, and Bunker Hill as the beginning of hostilities between Britain and the colonies.</p>
Unit 2: Formation of the United States Lesson 3: We Hold These Truths		Demonstrate mastery of important

		<p>knowledge and skills learned in previous lessons.</p> <p>Analyze the Declaration of Independence for the essential principles it expresses.</p> <p>Explain the major arguments of the Federalists and anti-Federalists and their supporters.</p> <p>Recognize the influence of Enlightenment philosophers on the Declaration of Independence.</p> <p>Identify major arguments for and against independence and the groups who supported each side.</p>
<p>Unit 2: Formation of the United States Lesson 4: Revolution</p>		<p>Identify major events, leaders, and foreign assistance during the American Revolution.</p> <p>Identify major arguments for and against independence and the groups who supported each side.</p> <p>Summarize the advantages and disadvantages of each side at the beginning of the Revolutionary War.</p> <p>Recognize the contributions of foreign nations and individuals to the Revolution.</p> <p>Identify major events and leaders of the American Revolution.</p>
<p>Unit 2: Formation of the United States Lesson 5: A Long War Lesson 6: Discuss: George Washington's Leadership</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Identify major events, leaders, and foreign assistance during the American Revolution.</p> <p>Describe George Washington's role in winning the War of Independence.</p> <p>Explain how the United States was able to achieve victory in the Revolutionary</p>

		<p>War.</p> <p>Identify major events and leaders of the American Revolution.</p> <p>Describe Washington's strategy for winning the war.</p> <p>Assess George Washington's role in the American Revolution.</p> <p>Participate in a threaded discussion.</p> <p>Assess George Washington's role in the American Revolution.</p>
Unit 2: Formation of the United States Lesson 7: Your Choice		
Unit 2: Formation of the United States Lesson 8: Governing a New Nation	SS12.1.1, SS12.1.3, SS12.2.1, SS12.4.1, SS12.2.4, SS12.5.2, 12.5.3	<p>Identify the Articles of Confederation as the first government of the United States.</p> <p>Analyze the strengths and weaknesses of the Articles of Confederation government.</p> <p>Give examples of the accomplishments and failures of the Articles of Confederation government.</p> <p>Identify the Articles of Confederation and its strengths and weaknesses.</p> <p>Assess the impact of the American Revolution and revolutionary thought on the people of the new United States.</p> <p>Explain how the United States was able to achieve victory in the Revolutionary War.</p> <p>Recognize the significance of state governments and a tradition of self-government in establishing the new government of the United States.</p>
Unit 2: Formation of the United States Lesson 9: Seeking a More Perfect Union		Demonstrate mastery of important knowledge and skills learned in this

		<p>unit.</p> <p>Explain the reasons for calling a convention of states in 1787.</p> <p>Describe the major reasons, events, issues, and individuals of the Constitutional Convention.</p> <p>Identify major features of the United States government under the Constitution.</p> <p>Identify James Madison and his contributions to the writing of the United States Constitution.</p> <p>Describe the major issues debated at the convention and the compromises that allowed agreement on the new Constitution.</p>
<p>Unit 2: Formation of the United States Lesson 10: Ratification</p>		<p>Explain the major arguments of the Federalists and anti-Federalists and their supporters.</p> <p>Explain the major arguments of the Federalists and Anti-Federalists.</p> <p>Identify the major supporters and opponents of ratification.</p> <p>Recognize the Federalist Papers as a major factor in gaining ratification.</p>
<p>Unit 2: Formation of the United States Lesson 11: Your Consitution</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize the U.S. Constitution as the longest-lived plan for representative government in history.</p> <p>List the purposes of the Constitution as enumerated in the Preamble.</p> <p>Identify the three branches of government and their roles.</p>

		<p>Explain and give examples of the concept of checks and balances.</p> <p>Describe the purpose of the amendment process.</p> <p>Define the term federalism.</p> <p>List examples of the individual rights guaranteed by the Bill of Rights.</p>
Unit 2: Formation of the United States Lesson 12: Preparing for the Unit Test		
Unit 2: Formation of the United States Lesson 13: Formation of the United States Unit Test	SS12.1.1, SS12.1.3, SS12.2.1, SS12.4.1, SS12.2.4, SS12.5.2, 12.5.3	
Unit 3: The New Republic Lesson 1: The New Republic		<p>List examples of the individual rights guaranteed by the Bill of Rights.</p> <p>Identify the first four presidents and the major issues and events of their administrations.</p> <p>Describe the major goals and elements of Hamilton's financial plan. Explain the arguments for and against Hamilton's plan and the differing views of the Constitution they reflected.</p> <p>Recognize the challenges Washington faced as the first president and the precedents he established for the new government.</p>
Unit 3: The New Republic Lesson 2: The Washington Presidency		<p>Identify the first four presidents and the major issues and events of their administrations.</p> <p>Explain the goals of Hamilton's financial plan and the constitutional debate that surrounded it.</p> <p>Describe the rise of political parties in the United States.</p> <p>Recognize the impact of Washington's Farewell Address.</p> <p>Recognize the major elements of Washington's Farewell Address. Identify Washington, D.C. as the nation's capital and a planned city. Explain the reasons for the rise of political parties during Washington's administration.</p>

		<p>Identify the major issues on which Jefferson and Hamilton disagreed and their positions on those issues.</p> <p>Recognize the impact of foreign and domestic crises on the development of policies and political parties (French Revolution, Whiskey Rebellion).</p> <p>Summarize the key points and significance of Washington's Farewell Address.</p>
<p>Unit 3: The New Republic Lesson 3: A New Leader Lesson 4: Discuss: The Alien and Sedition Acts</p>		<p>List examples of the individual rights guaranteed by the Bill of Rights.</p> <p>Describe the major goals and elements of Hamilton's financial plan.</p> <p>Explain the arguments for and against Hamilton's plan and the differing views of the Constitution they reflected.</p> <p>Recognize the challenges Washington faced as the first president and the precedents he established for the new government. Identify Washington, D.C. as the nation's capital and a planned city. Explain the reasons for the rise of political parties during Washington's administration.</p> <p>Identify the major issues on which Jefferson and Hamilton disagreed and their positions on those issues.</p> <p>Summarize the key points and significance of Washington's Farewell Address.</p> <p>Recognize the impact of foreign and domestic crises on the development of policies and political parties.</p> <p>Recognize the major elements of Washington's Farewell address.</p> <p>Recognize the major foreign policy challenges of John Adams's presidency and his response to them.</p>

		<p>Assess the Alien and Sedition Acts and Virginia and Kentucky Resolutions in terms of the reasons for them and their constitutionality.</p> <p>Summarize the achievements of the Federalist Era. Participate in a threaded discussion.</p> <p>Assess the Alien and Sedition Acts.</p>
<p>Unit 3: The New Republic Lesson 5: Transfer of Power</p>		<p>Describe the nature and significance of the election of 1800.</p> <p>Identify demographic and economic changes occurring in the United States in 1800.</p> <p>Trace the evolution of Jefferson's view of the presidency and of implied powers during his presidency.</p> <p>Describe the campaign and election of 1800.</p>
<p>Unit 3: The New Republic Lesson 6: Exploring</p>	<p>SS12.1.1, SS12.2.1, SS12.2.2, SS12.2.4, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3</p>	<p>Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River.</p> <p>Identify major physical features of the Louisiana Territory and the states made from it.</p> <p>Analyze maps for information on the Lewis and Clark Expedition.</p>
<p>Unit 3: The New Republic Lesson 7: The War of 1812</p>		<p>Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River.</p> <p>Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River. Identify the major causes, events, and results of the War of 1812.</p> <p>List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally, politically, and</p>

		<p>economically.</p> <p>Identify demographic and economic changes occurring in the United States in 1800.</p> <p>Trace the evolution of Jefferson's view of the presidency and of implied powers during his presidency.</p> <p>Describe the campaign and election of 1800.</p> <p>Analyze maps for information on the Lewis and Clark Expedition.</p> <p>Identify the causes of the War of 1812 and the groups, individuals, and regions that supported or opposed the war.</p> <p>Recognize the major events and individuals of the War of 1812 (including the attacks on Washington and Baltimore, Francis Scott Key, Andrew Jackson, James Madison, Dolley Madison).</p> <p>Describe the results and significance of the War of 1812.</p>
Unit 3: The New Republic Lesson 8: Your Choice		
Unit 3: The New Republic Lesson 9: Nationalism: Culture and Economy		<p>Identify James Monroe and the terms "last of the Revolutionary War generation" and "Era of Good Feelings."</p> <p>Describe economic opportunities and changes in the years after the War of 1812.</p> <p>Assess the political and moral issues that new opportunities for profit revealed after 1815.</p> <p>List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally and politically.</p>
Unit 3: The New Republic Lesson 10: Nationalism: Politics and the Judiciary		<p>Explain the role of the Supreme Court in interpreting the law.</p>

		<p>Identify John C. Marshall and his influence on the power of the Supreme Court.</p> <p>Explain the goals and provisions of the Missouri Compromise and those who supported it.</p> <p>Identify John C. Marshall and his influence on the power and role of the Supreme Court and its major cases during the early 1800s.</p> <p>Recognize major foreign policy issues and events of the early 1800s including boundary changes, relations with Native Americans, and the Monroe Doctrine.</p> <p>Identify Henry Clay, Daniel Webster, and John C. Calhoun and their goals.</p> <p>Recognize the issues and outcomes of major Supreme Court cases of the early 1800s.</p> <p>Explain the issues, goals, and provisions of the Missouri Compromise.</p>
<p>Unit 3: The New Republic Lesson 11: Nationalism: Foreign Affairs</p>		<p>Describe the relationship between Native Americans and the U.S. government in the early 1800s.</p> <p>Explain the role of the Supreme Court in interpreting the law.</p> <p>Identify John C. Marshall and his influence on the power of the Supreme Court.</p> <p>Recognize the message and impact of the Second Great Awakening.</p> <p>Identify James Monroe and the terms "last of the Revolutionary War generation" and "Era of Good Feelings."</p> <p>Describe economic opportunities and changes in the years after the War of 1812.</p>

		<p>Assess the political and moral issues that new opportunities for profit revealed after 1815.</p> <p>List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally and politically.</p> <p>Identify Henry Clay, Daniel Webster, and John C. Calhoun and their goals.</p> <p>Recognize the issues and outcomes of major Supreme Court cases of the early 1800s.</p> <p>Explain the issues, goals, and provisions of the Missouri compromise.</p> <p>Recognize that major Supreme Court cases of the early 1800s gave new power to the federal government.</p> <p>Summarize the major message of the Monroe Doctrine.</p> <p>Identify boundary changes that occurred between 1804 and 1820 and the states that joined the Union.</p>
Unit 3: The New Republic Lesson 12: Eventful Times	SS12.1.1, SS12.2.1, SS12.2.2, SS12.2.4, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3	Develop a time line of the early national period.
Unit 3: The New Republic Lesson 13: Preparing for the Unit Test		<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p> <p>Identify major features of the United States government under the Constitution.</p>
Unit 3: The New Republic Lesson 14: The New Republic Unit Test	SS12.1.1, SS12.2.1, SS12.2.2, SS12.2.4, 12.4.1, 12.4.4, 12.4.5, 12.5.1, 12.5.2, 12.5.3	
Unit 4: Change and Growth Lesson 1: A Revolution in American Industry		Identify American inventors and

		<p>innovators of the late eighteenth and early nineteenth centuries and their accomplishments.</p> <p>Describe the growth of new industries in the United States after the War of 1812.</p> <p>Recognize that the Industrial Revolution began in England's textile industry during the late 1700s.</p> <p>Describe the growth of new industries in the United States after the War of 1812, the reasons for the growth, and the influence of geography on where these new industries developed.</p> <p>Explain the advantages and disadvantages of factory work for young women in the early nineteenth century.</p>
<p>Unit 4: Change and Growth Lesson 2: A Revolution in Transportation</p>		<p>Describe the need for, and debate over, transportation improvements in the early 1800s.</p> <p>Explain how major innovations in transportation in the early nineteenth century changed travel and trade.</p> <p>Analyze primary and secondary sources on transportation in early nineteenth century America.</p>
<p>Unit 4: Change and Growth Lesson 3: Going Places</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how major innovations in transportation in the early nineteenth century changed travel and trade. Recognize the impact of Morse's telegraph on communication. Assess the impact of innovations in transportation and communication on everyday life in the United States. Recognize the significance of Morse's telegraph in revolutionizing communication.</p>

<p>Unit 4: Change and Growth Lesson 4: New Politics Lesson 5: Discuss: Maintaining a Nation's Infrastructure</p>	<p>SS12.1.1, 2.2.1, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.2, 12.5.3</p>	<p>Identify Andrew Jackson as the first common man elected president.</p> <p>Explain how Jackson was able to be elected in 1828.</p> <p>Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson.</p> <p>Explain how John Quincy Adams became president and how his election affected his presidency.</p> <p>Assess Andrew Jackson's election in 1828 and its long-term effects.</p> <p>Describe the American electorate of the 1820s and how it had changed since 1800.</p>
<p>Unit 4: Change and Growth Lesson 6: Jackson's Presidency</p>		<p>Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson.</p> <p>Identify the major issues and philosophical differences that divided Whigs and Democrats during the 1830s and who supported each.</p> <p>Explain the concept of nullification and why it was a threat to the existence of the United States.</p> <p>Recognize major elements of the modern American political party system that emerged during the Jackson era.</p>
<p>Unit 4: Change and Growth Lesson 7: Legacies</p>		<p>Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears.</p> <p>Explain how John Quincy Adams became president and how his election affected his presidency.</p>

		<p>Assess Andrew Jackson's election in 1828 and its long-term effects.</p> <p>Describe the American electorate of the 1820s and how it had changed since 1800.</p> <p>Explain the concept of nullification and why it was a threat to the existence of the United States.</p> <p>Recognize major elements of the modern American political party system that emerged during the Jackson era.</p> <p>Describe Jackson's Indian policy and its ramifications.</p> <p>Identify Sequoyah and the Cherokee attempts to keep their land.</p> <p>Trace the route of the Trail of Tears.</p> <p>Assess Jackson's presidential legacy and the meaning of the term "Jacksonian Democracy."</p> <p>Identify the major issues and philosophical differences that divided Whigs and Democrats during the 1830s, and who supported each.</p>
Unit 4: Change and Growth Lesson 8: Your Choice		
Unit 4: Change and Growth Lesson 9: Northern Ways		Recognize major economic and social characteristics of the northern states between 1820 and 1850.
Unit 4: Change and Growth Lesson 10: Southern Ways	SS12.1.1, 2.2.1, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.2, 12.5.3	Recognize major economic and social characteristics of the southern states between 1820 and 1850.
Unit 4: Change and Growth Lesson 11: Comparing, Contrasting, Predicting		<p>Compare and contrast the North and the South in the early 1800s.</p> <p>Analyze the role of the West in the growing sectionalism of the 1800s.</p>

Unit 4: Change and Growth Lesson 12: Your Choice		
Unit 4: Change and Growth Lesson 13: Preparing for the Unit Test	SS12.1.1, 2.2.1, 12.2.4, 12.4.1, 12.4.2, 12.4.4, 12.5.2, 12.5.3	
Unit 4: Change and Growth Lesson 14: Change and Growth Unit Test		
Unit 5: Forging a National Identity Lesson 1: Seeking Perfection		<p>Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements.</p> <p>Describe utopian communities of the early nineteenth century.</p> <p>Recognize the major tenets of transcendentalism.</p> <p>Describe the kinds of people who worked for reform in the 1830s and 1840s and their reasons for doing so.</p> <p>Describe major utopian communities, their goals, and their decline.</p>
Unit 5: Forging a National Identity Lesson 2: Freedom for All	SS12.2.1, 12.2.212.2.4, 12.4.1, 12.4.4	<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Describe the inequalities women experienced in the early nineteenth century. Analyze the Seneca Falls Declaration of Sentiments.</p> <p>Identify the leaders of the abolition and women's movements, their goals, the obstacles they faced, and their achievements.</p> <p>Identify the Seneca Falls Declaration of Sentiments and reactions to it.</p>
Unit 5: Forging a National Identity Lesson 3: A New American Culture		<p>Identify major American artists and writers of the early nineteenth century and their contributions to American culture.</p> <p>Explain how American art of the early nineteenth century reflected and</p>

		<p>influenced the values of American society at the time.</p> <p>Identify major American artists of the early nineteenth century and their contributions to American culture.</p> <p>Identify major American writers of the early nineteenth century and their contributions to American culture.</p> <p>Describe the major ideas of the transcendentalist movement.</p>
<p>Unit 5: Forging a National Identity Lesson 4: Reflections</p>		<p>Identify major American artists and writers of the early nineteenth century and their contributions to American culture.</p> <p>Explain how American art of the early nineteenth century reflected and influenced the values of American society at the time.</p> <p>Analyze American art of the early 1800s for the values of the era that it reflects.</p>
<p>Unit 5: Forging a National Identity Lesson 5: The Push West</p>		<p>Explain the term manifest destiny. Identify the major trails west, the reasons for them, and the people or groups who used them.</p> <p>Describe the experience of those who went west.</p> <p>Describe the roles of fur traders, missionaries, and farmers in westward expansion.</p> <p>Identify major trails west and the reasons for them.</p> <p>Identify the Mormons, their reasons for migrating to Utah, and their success in settling there.</p>
<p>Unit 5: Forging a National Identity Lesson 6: Texas: The Lone Star Republic Lesson 7: Discuss: Wagons West</p>		<p>Trace the major events leading up to Texas independence from 1820 to 1836.</p>
<p>Unit 5: Forging a National Identity Lesson 8: War and Riches</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p>

		<p>Describe the causes and results of the California Gold Rush.</p> <p>Trace the territorial expansion of the United States between 1824 and 1853.</p> <p>Identify James K. Polk.</p> <p>Assess the arguments for and against going to war with Mexico.</p> <p>Identify the major events and outcomes of the Mexican War.</p> <p>Identify the major causes, individuals, events, and outcomes of the Mexican War.</p>
Unit 5: Forging a National Identity Lesson 9: Your Choice		
Unit 5: Forging a National Identity Lesson 10: Preparing for the Unit Test		
Unit 5: Forging a National Identity Lesson 11: Forging a National Identity Unit Test	SS12.2.1, 12.2.212.2.4, 12.4.1, 12.4.4	
Unit 6: The Union in Crisis Lesson 1: Growing Apart		<p>Recognize the views of the North and South toward each other by 1850.</p> <p>Identify Harriett Beecher Stowe and Uncle Tom's Cabin and its impact.</p> <p>Identify the goal and major provisions of the Compromise of 1850.</p> <p>Describe the North's and the South's reaction to the Compromise of 1850.</p> <p>Explain how Stephen Douglas's theory of popular sovereignty reopened the issue of slavery in the territories and led to political turmoil and violence.</p>
Unit 6: The Union in Crisis Lesson 2: Debate and Division		<p>Explain the political realignments that resulted in the rise of the Republican Party in the 1850s.</p> <p>Recognize the impact of the Dred Scott decision.</p> <p>Describe the significance of the</p>

		Lincoln-Douglas debates. Identify John Brown and his raid on Harpers Ferry.
Unit 6: The Union in Crisis Lesson 3: Disunion	SS12.1.1, 12.2.4, 12.4.1, 12..4.4, 12.4.5, 12.5.3, 12.5.4	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how Abraham Lincoln was elected president in 1860. Identify the states that seceded from the Union after Lincoln's election and their reasons for doing so.
Unit 6: The Union in Crisis Lesson 4: Your Choice		
Unit 6: The Union in Crisis Lesson 5: The War Begins Lesson 6: Discuss: Constitutional Rights	SS12.1.1, 12.2.4, 12.4.1, 12..4.4, 12.4.5, 12.5.3, 12.5.4	Recognize the states that seceded from the Union and their reasons for doing so. Compare the strengths and weaknesses of the North and the South at the start of the war. Identify key events, turning points, and leaders of the Civil War. Identify the states that seceded before Fort Sumter fell, the states of the "upper south" that seceded after Fort Sumter, the Border States, and the states of the Union. Describe Lincoln's strategy and reasons for keeping the Border States in the Union. Assess the strengths and weaknesses of the North and the South at the start of the war. Summarize the progress of the war in its first year.
Unit 6: The Union in Crisis Lesson 7: Terrible Conflict		Identify the goals and impact of the Emancipation Proclamation and the Gettysburg Address.

		<p>Summarize the progress of the war in its second year.</p> <p>Explain the reasons for the enormous death toll during the Civil War.</p> <p>Identify the goals and impact of the Emancipation Proclamation.</p> <p>Analyze the Gettysburg Address for its long-term impact.</p>
<p>Unit 6: The Union in Crisis Lesson 8: War's End</p>		<p>Describe the role and accomplishments of women during the Civil War.</p> <p>Assess the human cost of the Civil War.</p> <p>Analyze the political, economic, and social challenges the nation faced at the end of the Civil War.</p> <p>Explain the goals and results of the Homestead and Morrill Acts.</p> <p>Recognize civilian hardships and attitudes in the North and South during the war.</p> <p>Identify the Thirteenth Amendment.</p> <p>Summarize the progress of the war from August 1863 to April 1865.</p>
<p>Unit 6: The Union in Crisis Lesson 9: A War on All Fronts</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Recognize reasons for considering the Civil War the first modern war.</p> <p>Describe the role and accomplishments of women during the Civil War.</p> <p>Identify the events and impact of Lincoln's assassination.</p>

		Explore the impact of photography during the Civil War.
<p>Unit 6: The Union in Crisis Lesson 10: Reuniting a Nation</p>		<p>Compare and contrast the major plans for and supporters of Reconstruction.</p> <p>Identify the goals of the Freedman's Bureau, the Civil Rights Act of 1865, and the Fourteenth Amendment.</p> <p>Recognize the events and results of Andrew Johnson's impeachment. Identify the political, economic, and social challenges the nation faced in 1865.</p> <p>Recognize the different approaches to Reconstruction and the philosophies behind them.</p> <p>Identify the significance of the 13th, 14th, and 15th Amendments.</p> <p>Explain the resistance to reconstruction and the Compromise of 1877.</p> <p>Describe the successes and failures of the Reconstruction era.</p>
<p>Unit 6: The Union in Crisis Lesson 11: Reconstructing a Nation</p>		<p>Identify the significance of the 13th, 14th, and 15th Amendments.</p> <p>Explain the reasons for the end of Reconstruction and the Compromise of 1877, and its impact on the South.</p> <p>Describe the political and economic circumstances of former slaves in the early Reconstruction period.</p> <p>Recognize the goals and methods of the Ku Klux Klan and other white supremacist groups.</p> <p>Give examples of corruption in federal and state governments during Reconstruction.</p>

		<p>Identify the goal of the Fifteenth Amendment.</p> <p>Describe the successes and failures of the Reconstruction era.</p>
<p>Unit 6: The Union in Crisis Lesson 12: Preparing for the Unit Test</p>		
<p>Unit 6: The Union in Crisis Lesson 13: The Union in Crisis Unit Test</p>	<p>SS12.1.1, 12.2.4, 12.4.1, 12.4.4, 12.4.5, 12.5.3, 12.5.4</p>	
<p>Unit 7: Entering the Modern Era Lesson 1: Settling the American West</p>		<p>Explain the rise of the railroad industry and its influence on modern business practices.</p> <p>Explain the role of railroads in the settlement of the West.</p> <p>Describe the role of the U.S. government in the building of the transcontinental railroad. Recognize the general pattern of western mining and the areas where major mines existed.</p> <p>Describe the era of open range cattle ranching and the reasons for its end.</p> <p>Describe the migration of non-Indians to areas west of the Mississippi in the years after the Civil War and the factors that encouraged the migration.</p> <p>Recognize factors that encouraged settlement of the West in the late 1800s.</p> <p>Locate on a map the major mining, ranching, and farming regions of the West.</p>
<p>Unit 7: Entering the Modern Era Lesson 2: The Changing West</p>	<p>SS12.1.1, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.5.2</p>	<p>Recognize the effects of new industries and increased population on the environment.</p> <p>Explain how the federal government gave away land to individuals through the Homestead Act and to railroads through the Pacific Railway Act. Describe life for most farmers on the</p>

		<p>Plains, where they lived, and the hardships they faced.</p> <p>Describe the beginnings of the timber and oil industries in the West.</p>
<p>Unit 7: Entering the Modern Era Lesson 3: The End of a Way of Life</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Describe the effect of western settlement on Native American tribes and individuals.</p> <p>Describe the conflict between Native Americans and the U.S. government in the late 1800s, and the results for Native Americans.</p> <p>Trace the changing government policy toward Indian tribes between 1865 and 1900 and the Native American response.</p> <p>Recognize major differences between popular images of the West and the reality of the western experience.</p>
<p>Unit 7: Entering the Modern Era Lesson 4: Your Choice</p>		
<p>Unit 7: Entering the Modern Era Lesson 5: New Industries Emerge</p>		<p>Describe the beginning of the steel and oil industries in the United States.</p> <p>Explain the rise of the railroad industry and its influence on modern business practices.</p> <p>Recognize titans of industry and banking and the new business structures they introduced in the late 1800s.</p> <p>Describe government efforts to regulate business.</p> <p>Explain the rise of the railroad industry and its influence on the economy of the late 1800s.</p> <p>Identify terms associated with modern business and business practices.</p> <p>Recognize new practices and business structures that resulted in emerging monopolies in the late 1800s.</p>

		Describe the rise of the oil and steel industries, and the captains of industry and banking associated with them.
Unit 7: Entering the Modern Era Lesson 6: Inventors and Industrialists		Describe government efforts to regulate business. Describe the significance of new inventions on American life. Recognize government attempts to regulate business in the late 1800s. Describe the premise of Carnegie's Gospel of Wealth. Identify major inventions and inventors that changed agriculture and industry in the late 1800s. Identify major inventions and inventors that changed agriculture, industry, and daily life in the late 1800s.
Unit 7: Entering the Modern Era Lesson 7: How Big is Too Big?	SS12.1.1, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.5.2	Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the philosophy of Andrew Carnegie's Gospel of Wealth. Explain the message of Horatio Alger's stories. Recognize the ideas behind the Gospel of Wealth.
Unit 7: Entering the Modern Era Lesson 8: The Price of Industrialization Lesson 9: Discuss: Immigrant Backgrounds		Describe the hazards of industrial life. Identify terms associated with a capitalist economy. Describe the rise and fall of the Knights of Labor. Recognize Terence Powderly and his goals for labor.
Unit 7: Entering the Modern Era Lesson 10: Seeking a Better Way		Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the organization and focus of the American Federation of Labor and Samuel Gompers.

		<p>Explain the attitude of capital toward unions and the results of that attitude.</p> <p>Recognize the government response to organized labor.</p> <p>Describe the philosophy of socialism.</p> <p>Identify the scope and goals of the Industrial Workers of the World.</p>
<p>Unit 7: Entering the Modern Era Lesson 11: Beacon of Hope</p>		<p>Identify major immigrant groups and their patterns of settlement.</p> <p>Distinguish between the first and second waves of immigration and the nation's response to each.</p> <p>Explain the key push and pull factors that spurred immigration to the United States between 1820 and 1920.</p> <p>Describe the experience of immigrants at major ports of entry.</p>
<p>Unit 7: Entering the Modern Era Lesson 12: The Immigrant Experience</p>		<p>Demonstrate mastery of important knowledge and skills learned in previous lessons.</p> <p>Give examples of nativist responses to immigration and immigrants.</p> <p>Describe common elements of assimilation for most immigrants.</p>
<p>Unit 7: Entering the Modern Era Lesson 13: Preparing for the Unit Test</p>		
<p>Unit 7: Entering the Modern Era Lesson 14: Entering the Modern Era Unit Test</p>	<p>SS12.1.1, 12.2.1, 12.2.2, 12.2.4, 12.4.1, 12.5.2</p>	
<p>Unit 8: Semester Review and Test Lesson 1: Preparing for the Semester Test</p>		
<p>Unit 8: Semester Review and Test Lesson 2: Your Choice</p>		
<p>Unit 8: Semester Review and Test Lesson 3: Your Choice</p>		
<p>Unit 8: Semester Review and Test Lesson 4: Semester Test</p>		
<p>Unit 9: Honors Project Lesson 1: U.S. History Honors Project: Part 1</p>		<p>Explain the theme of the history honors project.</p>

		List three topics in American history before 1900 within the assigned theme.
Unit 9: Honors Project Lesson 2: U.S. History Honors Project: Part 2		Distinguish between primary and secondary sources. Annotate three bibliographic sources related to a research topic.
Unit 9: Honors Project Lesson 3: U.S. History Honors Project: Part 3		Choose an appropriate topic for research. Choose a project format appropriate to your topic.
Unit 9: Honors Project Lesson 4: U.S. History Honors Project: Part 4		Describe a process and plan for research.
Unit 9: Honors Project Lesson 5: U.S. History Honors Project: Part 5		Annotate bibliographic sources. Evaluate your progress in completing a research project.
Unit 9: Honors Project Lesson 6: U.S. History Honors Project: Part 6		Describe the research process as it relates to a specific project and topic. Demonstrate historical research, analysis, and writing skills in a project meeting National History Day guidelines.