

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	WOL-HI5F5	Grade Level	5
Course Name	WOL-American History A	# of Credits	
SCED Code	NA	Curriculum Type	K12 Fuel Education

### COURSE DESCRIPTION

The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS5.1.1.	Describe the basic rights and responsibilities of citizenship.
SS5.1.2.	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.3.	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4.	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS5.2.1.	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2.	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.3.	Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
SS5.2.4.	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.3.1.	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2.	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3.	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4.	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS5.4.3	Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children's parents will have to leave to fight).
SS5.4.4	Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.
SS5.4.5	Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.
SS2.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS5.6.1.	Use various media resources in order to address a question or solve a problem.
SS5.6.2.	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
SS5.6.3.	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
SS5.6.4.	Identify the difference between primary and secondary sources.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p><b>The Earliest Americans</b></p> <ul style="list-style-type: none"> <li>• History and <i>A History of US</i></li> <li>• Maps and Directions</li> <li>• Grids (optional)</li> <li>• North American Beginnings</li> <li>• Cliff Dwellers</li> <li>• Indians of the Northwest</li> <li>• Touring the Continent</li> <li>• The Plains Indians</li> <li>• The Mound Builders</li> <li>• The Eastern Woodland Indians</li> </ul>	<p>SS5.2.1 SS5.2.2</p> <p>SS5.3.2</p> <p>SS5.4.1 SS5.4.2</p> <p>SS5.5.1 SS5.5.2 SS5.5.3</p> <p>SS5.6.1 SS5.6.2 SS5.6.3</p>	<ul style="list-style-type: none"> <li>• Explain the reason for distortion on maps and the purpose of projections.</li> <li>• Identify cardinal and intermediate directions.</li> <li>• Identify characteristics and uses of maps and globes.</li> <li>• Use maps and globes to locate places.</li> <li>• Identify <i>latitude, longitude, absolute location, and hemisphere</i>.</li> <li>• Use longitude and latitude to determine absolute location.</li> <li>• Describe the reason for migration to the Americas as the need to follow herds for food during the Ice Age.</li> <li>• Locate the Bering Sea and land bridge on a map or globe.</li> <li>• Recognize the role of an archaeologist.</li> <li>• Describe and categorize Inuit lands, shelter, food, customs, and beliefs.</li> <li>• Trace the migration route of the earliest Americans.</li> <li>• Identify Pueblo peoples as the Anasazi's modern descendants.</li> <li>• Describe Anasazi shelter, food, customs, and beliefs.</li> <li>• Describe the Anasazi as cliff dwellers.</li> <li>• Describe the hardships of farming in a desert region.</li> <li>• Locate on a map the area where the cliff dwellers lived.</li> <li>• Analyze photographs to gather information on Indian life in the Pacific Northwest.</li> <li>• Locate the area where the Northwest Indians lived on a map.</li> <li>• Use maps and graphs to locate and describe major climate regions of the United States.</li> <li>• Describe Northwest Indian shelter, food, beliefs, and customs, including totem poles.</li> <li>• Identify geographic reasons for diversity among Native American groups.</li> <li>• Recognize that there were hundreds of different Indian peoples, tribes, and languages.</li> <li>• Transfer written information on the geography of North America to a map.</li> <li>• Demonstrate mastery of important knowledge and skills in this unit.</li> <li>• Identify and describe Plains Indians shelter, food, customs, beliefs, and nomadic way of life.</li> <li>• Explain that the Plains Indians depended on the buffalo for food, clothing, shelter, and tools.</li> <li>• Identify different kinds of regions.</li> <li>• Describe three changes that occurred as a result of the Spanish introduction of the horse to North America.</li> <li>• Analyze maps to gain information about regions.</li> <li>• Explain that mounds were built as burial sites, temple platforms, and religious symbols.</li> <li>• Describe the findings of archaeologists and historians studying the Mound Builders, including evidence of trade, cities, and slavery.</li> <li>• Locate the area where the Mound Builders live on a map.</li> <li>• Summarize key theories on the disappearance of the Mound Builders, including disease and outside attack.</li> </ul>

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the role of women among the Iroquois as tribal leaders.</li> <li>• Explain that the purpose of the Iroquois League was to bring independent nations together for mutual defense and common concerns.</li> <li>• Analyze drawings to gather information about some Eastern Woodland Indians.</li> <li>• Identify and describe the shelter, food, customs, and beliefs of the Eastern Woodland Indians.</li> <li>• Locate the area where the Eastern Woodland Indians lived on a map.</li> <li>• Compare and contrast Native American groups in terms of location, food, clothing, shelter, economic activity, and government.</li> <li>• Review major characteristics of Native American groups.</li> <li>• Describe the reasons for migration to the Americas as the need to follow herds for food during the Ice Age.</li> <li>• Describe the format and features of the text, including its theme, structure, use of primary sources, and additional information in the margins.</li> <li>• Identify at least two reasons Joy Hakim gives for studying American history.</li> <li>• Define the following words: <i>Eskimo, Inuit, kayak, and igloo.</i></li> <li>• Locate the regions where Inuit live on a map.</li> <li>• Describe and categorize Inuit shelter, food, customs, and beliefs.</li> </ul>
<p><b>European Exploration</b></p> <ul style="list-style-type: none"> <li>• Navigating Uncharted Waters</li> <li>• Discovering New Lands</li> <li>• Columbus Journeys On</li> <li>• The Spanish Conquest</li> <li>• Ponce de León and Coronado</li> <li>• More Conquistadors</li> <li>• The French Explore America</li> <li>• From England to America</li> </ul>	<p>SS5.4.5</p> <p>SS5.5.1 SS5.5.2 SS5.5.3 SS5.5.4</p> <p>SS5.6.1 SS5.6.2 SS5.6.3 SS5.6.4</p>	<ul style="list-style-type: none"> <li>• Explain the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods.</li> <li>• Explain the significance of new knowledge and inventions in fifteenth-century Europe, including Gutenberg's press and the compass.</li> <li>• Identify Columbus as the first explorer to attempt to reach East Asia by sailing west from Europe.</li> <li>• Recognize Columbus's errors in understanding the distance around the Earth and in thinking he had reached Asia.</li> <li>• Define primary source and analyze a primary source to gain information.</li> <li>• List at least four plants, three animals, and one disease that were part of the Columbian Exchange.</li> <li>• Use maps to gain information on the Columbian Exchange.</li> <li>• Recognize that plants, animals and diseases were exchanged among continents as a result of European exploration.</li> <li>• Explain the reason for the introduction of African slavery into the Americas as a way to fill the need for field workers.</li> <li>• Identify Moctezuma as the leader of the Aztecs and Cortés as their Spanish conqueror.</li> <li>• Describe the Aztec Empire as a complex civilization.</li> <li>• Identify Mesoamerica and three Mesoamerican civilizations before the Spanish conquest.</li> <li>• Locate the Aztec Empire on a map.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify Francisco Vasquez de Coronado as a Spanish explorer of the southwestern United States and trace his route on a map.</li> <li>• Locate Puerto Rico, Florida, and Cuba on a map.</li> <li>• Identify Ponce de León as a Spanish explorer of Florida.</li> <li>• Identify one city in the United States that started as a Spanish mission.</li> <li>• Describe the behavior of the conquistadors toward the Native Americans.</li> <li>• Identify Hernando de Soto as a Spanish explorer of the southeastern United States and trace on a map his route of exploration.</li> <li>• Describe the economic and religious motives for French exploration and colonization in North America.</li> <li>• Identify the area of North America claimed by the French and the routes of major explorers.</li> <li>• Locate on a map the Mississippi River, Great Lakes, St. Lawrence River, Gulf of Mexico, and the Atlantic and Pacific Oceans.</li> <li>• Identify major types of bodies of water.</li> <li>• Describe England's motives for exploration and colonization as the desire to gain wealth and form model societies.</li> <li>• Identify the area of North America claimed by England.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Summarize the achievements and failures of early English attempts at settlement.</li> <li>• Identify Elizabeth I as a queen of England who sponsored exploration.</li> <li>• Identify major geographical features and landforms of North America.</li> <li>• Identify the Vikings as the first Europeans to make settlements in North America.</li> <li>• Use maps to plot longitude, latitude, and direction.</li> <li>• Demonstrate knowledge gained in previous lessons.</li> <li>• Define <i>hemisphere</i>, <i>parallel</i>, and <i>meridian</i>.</li> <li>• Explain the significance of new knowledge and inventions in fifteenth-century Europe, including Gutenberg's press and the compass.</li> </ul>
<p><b>Thirteen Colonies, Part 1</b></p> <ul style="list-style-type: none"> <li>• A Beginning in Virginia</li> <li>• John Smith and Jamestown</li> <li>• Tobacco and Turning Points</li> <li>• Conflict</li> <li>• Pilgrims and Promises</li> <li>• What's a Puritan?</li> <li>• Waterways or Waterwheels</li> <li>• Thankful for Feasting (optional)</li> </ul>	<p>SS5.2.1 SS5.2.2</p> <p>SS5.3.3</p>	<ul style="list-style-type: none"> <li>• Explain how the Jamestown colony was saved from extinction when English ships arrived after a starving time.</li> <li>• Identify Pocahontas as the daughter of the chief Powhatan, and compare fictional accounts of her with historical fact.</li> <li>• Identify adjectives to describe John Smith, and explain the reasons he was able to save the colony, including his work policy and relationship with the Indians.</li> <li>• Summarize the story of John Smith.</li> <li>• Describe the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all settlers of the Jamestown colony.</li> <li>• Identify the House of Burgesses as the first representative assembly in the European colonies.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Explain the beginnings of slavery in Virginia as a way to fill the need for field workers, and the difference between an indentured servant and a slave.</li> <li>• Identify the role of tobacco in the economic success of Jamestown.</li> <li>• Explain the reasons for conflict between English settlers and Native Americans as racism and the disagreement over land use and ownership.</li> <li>• Explain that slavery had existed in Africa long before slavery came to America but that there were major differences.</li> <li>• Identify James I as the king of England at the time Virginia was settled.</li> <li>• Describe the factors in England that pushed people to come to America, including poverty and a growing population.</li> <li>• Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.</li> <li>• Describe the goals of the Separatists, or Pilgrims, including religious freedom.</li> <li>• Describe the hardships faced by the Pilgrims, including starvation and cold.</li> <li>• Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home.</li> <li>• Define <i>Puritan</i> and describe the problems Puritans faced in England, including religious persecution.</li> <li>• Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policy.</li> <li>• Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</li> <li>• Describe the towns in Massachusetts Bay.</li> <li>• Analyze the geography of the eastern seaboard of the United States.</li> <li>• Predict economic activity based on the geography of a region.</li> <li>• Explore the history and traditions of Thanksgiving.</li> <li>• Review early English settlement in North America.</li> <li>• Describe the men and boys who sailed for Jamestown as gentlemen unprepared for hard work, their motivation as their desire for gold, and the difficulties they faced such as disease, starvation, and poor location and leadership.</li> <li>• Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policy.</li> <li>• Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</li> <li>• Explain that the Powhatans were able to live well by hunting, fishing, and farming the great resources of Virginia, while the early English settlers suffered because of poor planning and lack of skills.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Assess the needs of a group of settlers in a new place and list the kinds of people and equipment needed for success, including builders, doctors, and farmers.</li> <li>• Locate the Chesapeake Bay, the James River, and Jamestown on a map.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> </ul>
<p><b>Thirteen Colonies, Part 2</b></p> <ul style="list-style-type: none"> <li>• Breaks with Tradition: Roger Williams</li> <li>• Breaks with Tradition: Anne Hutchinson and Mary Dyer</li> <li>• Visiting Salem</li> <li>• Elsewhere in New England</li> <li>• The Middle Colonies</li> <li>• Toleration Triumphs</li> <li>• Benjamin Franklin: An American Renaissance Man</li> <li>• Colonization Heads South</li> <li>• A Visit to Williamsburg (optional)</li> <li>• Colonial Life in the South</li> <li>• Triangles of Trade</li> </ul>	<p>SS5.2.1 SS5.2.2 SS5.2.4  SS5.3.2</p>	<ul style="list-style-type: none"> <li>• Describe the consequences of Anne Hutchinson's break with Puritan tradition.</li> <li>• Identify Mary Dyer as a Puritan who became a Quaker and was executed for her beliefs.</li> <li>• Compare and contrast the views of New England dissenters, including Hutchinson and Dyer.</li> <li>• Describe the status of women in Puritan society.</li> <li>• Explain the meaning of the phrase "city upon a hill."</li> <li>• Explain the origins and results of the witchcraft trials in Salem.</li> <li>• Demonstrate mastery of important knowledge and skills in previous lessons.</li> <li>• Explain the reasons for the lack of Indian unity in fighting Europeans.</li> <li>• Chart the founding of Connecticut and New Hampshire.</li> <li>• Describe the differences in European and Native American attitudes toward land ownership and land use.</li> <li>• Explain the origins and results of the Pequot War and King Philip's War.</li> <li>• Summarize the transition from New Amsterdam to New York.</li> <li>• Locate the middle colonies of New York and New Jersey on a map.</li> <li>• Complete the chart for New York and New Jersey.</li> <li>• Give examples of the ways in which the New Jersey colony was more democratic than many colonies.</li> <li>• Chart the founding of Pennsylvania, Delaware, and Maryland.</li> <li>• Give examples of toleration and its limits in Pennsylvania and Maryland.</li> <li>• Identify William Penn as the Quaker founder of Pennsylvania and the difficulties he and other Quakers faced in England.</li> <li>• Identify Lord Baltimore and the Calverts as the Catholic founders of Maryland as a haven for Catholics.</li> <li>• Analyze Franklin's most important accomplishments.</li> <li>• Read and respond to a brief biography of Benjamin Franklin.</li> <li>• Analyze the wisdom of Benjamin Franklin and apply it to today.</li> <li>• Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia.</li> <li>• Describe plantation life for owners, women, slaves, and small farmers.</li> <li>• Use the Internet to acquire information on Williamsburg.</li> <li>• Describe Williamsburg in colonial times.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Give examples of democratic practices in North Carolina, including religious toleration.</li> <li>• Identify James Oglethorpe as the founder of Georgia as a haven for debtors.</li> <li>• Identify Charleston on a map and describe the social structure there in colonial times as a mixture of aristocracy, poor whites, and slaves.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Chart the founding of North Carolina, South Carolina, and Georgia.</li> <li>• Categorize resources as renewable or nonrenewable.</li> <li>• Interpret maps for information about natural resources.</li> <li>• Categorize resources as fossil fuels or animal, plant, or mineral resources.</li> <li>• Summarize information gained from the diary of Olaudah.</li> <li>• Analyze a map of colonial trade and trace the major routes and products of the triangular trade.</li> <li>• Identify Roger Williams as the founder of Rhode Island and a supporter of religious toleration and fair treatment of Native Americans.</li> <li>• Explain the reasons for conflict between English settlers and Native Americans as racism and the disagreement over land use and ownership.</li> <li>• Explain the advantages of relative location to natural harbors in the settlement of Providence.</li> <li>• Locate the colony of Rhode Island on a map and list its founder, his motives, and his accomplishments.</li> <li>• Identify Gullah as the language developed by African Americans in South Carolina.</li> <li>• Analyze the geography of the eastern seaboard of the United States.</li> </ul>
<p><b>Road to Revolution</b></p> <ul style="list-style-type: none"> <li>• Peter's Press (optional)</li> <li>• The French and Indian War</li> <li>• Looking West</li> <li>• Boone Went Over the Mountain (optional)</li> <li>• The Stamp of English Rights</li> <li>• Give Us Liberty!</li> <li>• The Boston Massacre</li> <li>• The Shot Heard Round the World</li> <li>• Map Skills</li> <li>• A Continental Congress</li> <li>• The Fighting Begins</li> <li>• Will You Sign?</li> <li>• Life, Liberty, and the Pursuit of Happiness</li> </ul>	<p>SS5.1.3</p>	<ul style="list-style-type: none"> <li>• Analyze Franklin's "Join or Die" to gain understanding of political cartoons.</li> <li>• Explain the causes of the French and Indian War as competition between France and England for land and power.</li> <li>• Identify George Washington as a soldier in the British Army during the French and Indian War.</li> <li>• Describe the problems faced by Native Americans in the Ohio River Valley after 1763, including encroachment by white settlers.</li> <li>• Locate the Appalachian Mountains on a map and explain that the British did not want migration across them for reasons of economics and security.</li> <li>• Describe the problems the British government faced after 1763 in trying to limit westward migration and why many Americans wanted to go west.</li> <li>• Summarize the outcome of the French and Indian War as the end of the French presence in most of North America.</li> <li>• Identify Daniel Boone as an early American pioneer.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Analyze primary sources to gain information.</li> <li>• Identify and describe the Stamp Tax.</li> </ul>



**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the reasons for and results of the Boston Tea Party.</li> <li>• Identify George III as the king of England in the mid-eighteenth century.</li> <li>• Explain the significance of Magna Carta and the "rights of Englishmen."</li> <li>• Identify Sam Adams and Patrick Henry as opposition leaders.</li> <li>• Analyze Patrick Henry's speech.</li> <li>• Analyze an artist's representation of the Boston Massacre.</li> <li>• Identify <i>Quartering Act</i> and <i>redcoat</i>.</li> <li>• Identify John Adams as a Boston lawyer who defended the British soldiers after the Boston Massacre.</li> <li>• Use a map to understand the battles of Lexington and Concord.</li> <li>• Summarize the events at Lexington and Concord and explain the phrase "the shot heard round the world."</li> <li>• Use landform maps and relief maps to locate physical features.</li> <li>• Identify major landforms in the United States.</li> <li>• Compare maps and tables to assess change over time.</li> <li>• Define <i>elevation</i> as height above sea level.</li> <li>• Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent.</li> <li>• Explain the reasons for choosing George Washington to command the Continental Army, including his experience and character.</li> <li>• Describe the battle at Breed's Hill and Bunker Hill and explain its significance as demonstrating the colonists' ability to fight.</li> <li>• Demonstrate mastery of important knowledge and skills in previous lessons.</li> <li>• Summarize Thomas Paine's arguments for independence.</li> <li>• Explain how Thomas Jefferson was chosen to write the Declaration of Independence.</li> <li>• Recognize the Enlightenment ideas Jefferson used in the Declaration of Independence.</li> <li>• Read and analyze the Declaration of Independence to gain understanding of its meaning.</li> <li>• Summarize the ideas and events leading to the American Revolution.</li> <li>• Identify the Boston Massacre as a clash between colonists and British soldiers.</li> <li>• Identify Peter Zenger.</li> <li>• Define <i>libel</i>.</li> <li>• Summarize the importance of the Peter Zenger Trial</li> </ul>
<p><b>The American Revolution</b></p> <ul style="list-style-type: none"> <li>• John and Abigail Adams</li> <li>• Decisions</li> <li>• Best Friends</li> <li>• Challenges for the Continental Army</li> </ul>	<p>SS5.2.2 SS5.2.4</p> <p>SS5.3.3</p> <p>SS5.4.1 SS5.4.3</p>	<ul style="list-style-type: none"> <li>• Summarize the dilemma many blacks faced in taking sides during the Revolution.</li> <li>• Describe the roles of blacks on both sides of the conflict.</li> <li>• Use research skills to gain information on one of the people mentioned in this lesson.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>• Turning Points</li> <li>• Sweet Surrender</li> <li>• What Did It All Mean?</li> </ul>	<p>SS5.4.4</p>	<ul style="list-style-type: none"> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Identify individuals who came from Europe to aid the American cause, including the Marquis de Lafayette, Baron Friedrich von Steuben, and Haym Salomon.</li> <li>• Define <i>Hessian</i> and <i>mercenary</i>.</li> <li>• Identify Sir William Howe as the commander in charge of all the British forces in America.</li> <li>• Describe the difficulties George Washington faced as commander of the Continental Army, including a small, unstable army, lack of supplies, and need to use retreat as a way to save the army.</li> <li>• Explain the significance of the battles of Trenton and Saratoga (one boosted American morale; the other was a turning point in the war).</li> <li>• Analyze a painting, <i>Washington Crossing the Delaware</i>, to assess historical accuracy and bias.</li> <li>• Explain the reasons for the warfare on the frontier and the effect of the Revolution on Native Americans.</li> <li>• Describe conditions at Valley Forge and summarize the significance of the winter there.</li> <li>• Identify Martha Washington as providing moral support and Nathaniel Greene and George Rogers Clark as significant military leaders of the Revolution.</li> <li>• Identify George Washington as providing example, dignity and determination to his army.</li> <li>• Locate the following places on a map: Saratoga, Philadelphia, Valley Forge, and Vincennes.</li> <li>• Identify Cornwallis as the leader of the British forces and Alexander Hamilton as aide to George Washington.</li> <li>• Locate the following places on a map: Savannah, Charleston, Chesapeake Bay, and Yorktown, and U.S. boundaries in 1783.</li> <li>• Analyze art of the Revolution to determine the values it promotes.</li> <li>• Explain the role of geography and the French in Cornwallis's defeat at Yorktown.</li> <li>• Analyze the changes that the Revolution brought about.</li> <li>• Summarize the key events and ideas of the Revolution.</li> <li>• Make quilt squares that represent the major events, people, and ideas from the American Revolution.</li> <li>• Recognize John Adams's role in declaring independence as one of early and persistent support.</li> <li>• Identify Abigail Adams as a delegate's wife who wrote letters to her husband about the unequal treatment of women and blacks.</li> <li>• Explain the significance of the Declaration of Independence in unifying people for the war effort.</li> <li>• Describe the roles of women during the Revolution, including maintaining farms and businesses, assisting in the war effort, fighting, and being politically vocal.</li> </ul>
<p><b>The Constitution</b></p> <ul style="list-style-type: none"> <li>• Confederation and Constitutions</li> <li>• The Northwest Ordinance</li> </ul>	<p>SS5.1.1 SS5.1.3 SS5.1.5</p>	<ul style="list-style-type: none"> <li>• Prepare for the assessment by reviewing content and skills presented in this semester.</li> <li>• Review a map of the new nation and identify the western lands under dispute.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>• Thomas Jefferson: A Man for All Time</li> <li>• James Madison and a Philadelphia Summer</li> <li>• An Important Compromise</li> <li>• We the People</li> <li>• Ratification!</li> <li>• Mason Makes His Mark (optional)</li> <li>• The Constitution: Branches and Balances</li> <li>• The Constitution: What Does It Say?</li> <li>• The Bill of Rights</li> </ul> <p><b>Mid-Year Checkpoint</b></p>	SS5.2.2  SS5.3.1	<ul style="list-style-type: none"> <li>• Summarize the reasons for and major provisions of the Northwest Ordinance.</li> <li>• Explain the importance of the Northwest Ordinance in terms of future territories and the precedents it set for education and slavery.</li> <li>• Describe Thomas Jefferson as accomplished in areas including philosophy, government, arts, and sciences.</li> <li>• Use the Internet to gain information on Thomas Jefferson.</li> <li>• Demonstrate knowledge gained in previous lessons.</li> <li>• Explain that the reason for calling the convention in Philadelphia was the need to revise the Articles of Confederation or write a new Constitution.</li> <li>• Recognize the arguments for and against keeping the convention debates a secret.</li> <li>• Identify James Madison as the man given the title "Father of the Constitution."</li> <li>• Summarize the background and talent James Madison brought to the Constitutional Convention, including scholarship and willingness to work hard.</li> <li>• Summarize the issues on which the delegates to the Constitutional Convention were divided, including representation and slavery.</li> <li>• Explain the Virginia Plan and the New Jersey Plan in terms of representation.</li> <li>• Analyze a political cartoon to gain information on the positions taken at the convention.</li> <li>• Identify Roger Sherman as the delegate who proposed the compromise we use today.</li> <li>• Recognize the importance of compromise in writing the Constitution.</li> <li>• Give concrete examples of the Preamble in practice today.</li> <li>• State the six purposes of the Constitution found in the Preamble.</li> <li>• Distinguish between the Declaration of Independence and the Constitution.</li> <li>• Recognize the difficulties faced by delegates to the Constitutional Convention.</li> <li>• List the major supporters and opponents of ratification in 1787.</li> <li>• Summarize the arguments for and against the ratification of the Constitution.</li> <li>• Use the Internet to gain information on George Mason.</li> <li>• Evaluate Mason's contributions to the United States as the chief supporter of the Bill of Rights.</li> <li>• Identify the Constitution as the supreme law of the land.</li> <li>• Identify the three branches of government and summarize the role of each branch, including the concept of checks and balances.</li> <li>• Define <i>amendment</i> and explain the purpose of amendments.</li> <li>• Analyze the Constitution to gain familiarity with its structure.</li> <li>• Discuss the responsibilities of citizens in maintaining democracy.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify the major rights guaranteed by the Bill of Rights.</li> <li>• Review important knowledge and skills taught in this unit.</li> <li>• Demonstrate mastery of important knowledge and skills in this unit.</li> <li>• Explain the need for and significance of state constitutions during the Revolution.</li> <li>• Define <i>separation of powers</i> as the division of political power among branches of government.</li> <li>• Identify the Articles of Confederation as the first government of the United States and describe its weaknesses, including the lack of an executive and of taxing power.</li> <li>• Identify and describe the Stamp Tax.</li> <li>• Identify Martha Washington as providing moral support and Nathaniel Greene and George Rogers Clark as significant military leaders of the Revolution.</li> <li>• Identify the House of Burgesses as the first representative assembly in the European colonies.</li> <li>• Compare and contrast Native American groups in terms of location, food, clothing, shelter, economic activity, and government.</li> <li>• Explain the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods.</li> <li>• Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</li> <li>• Identify James Oglethorpe as the founder of Georgia as a haven for debtors.</li> <li>• Identify Sam Adams and Patrick Henry as opposition leaders.</li> <li>• List at least four plants, three animals, and one disease that were part of the Columbian Exchange.</li> <li>• Predict economic activity based on the geography of a region.</li> <li>• Summarize Thomas Paine's arguments for independence.</li> <li>• Describe the factors in England that pushed people to come to America, including poverty and a growing population.</li> <li>• Read and analyze the Declaration of Independence to gain understanding of its meaning.</li> <li>• Describe three changes that occurred as a result of the Spanish introduction of the horse to North America.</li> <li>• Explain the reasons for conflict between English settlers and Native Americans as racism and the disagreement over land use and ownership.</li> <li>• Identify geographic reasons for diversity among Native American groups.</li> <li>• Explain the reason for the introduction of African slavery into the Americas as a way to fill the need for field workers.</li> <li>• Analyze Franklin's most important accomplishments.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify Roger Williams as the founder of Rhode Island and a supporter of religious toleration and fair treatment of Native Americans.</li> <li>• Identify William Penn as the Quaker founder of Pennsylvania and the difficulties he and other Quakers faced in England.</li> <li>• Explain the causes of the French and Indian War as competition between France and England for land and power.</li> <li>• Identify individuals who came from Europe to aid the American cause, including the Marquis de Lafayette, Baron Friedrich von Steuben, and Haym Salomon.</li> <li>• Explain the role of geography and the French in Cornwallis's defeat at Yorktown.</li> <li>• Identify George Washington as providing example, dignity and determination to his army.</li> <li>• Identify traditional English freedoms, such as trial by jury, guaranteed in state constitutions' bills of rights, and identify freedom of religion as a new freedom in state constitutions.</li> </ul>
<p><b>A New Nation</b></p> <ul style="list-style-type: none"> <li>• The Father of His Country and Ours</li> <li>• The Well Resorted Tavern</li> <li>• Parties and Change</li> <li>• Capital Ideas</li> <li>• Adams Takes the Helm</li> <li>• Who Will Decide?</li> <li>• The Louisiana Purchase and More</li> <li>• An Expedition</li> <li>• A Powerful Orator, and the Great Tekamthi (optional)</li> <li>• Another War!</li> <li>• By the Dawn's Early Light</li> <li>• The Monroe Doctrine</li> <li>• Andrew Jackson: An Uncommon Man</li> <li>• The First Six Presidents (optional)</li> </ul>	<p>SS5.1.4 SS5.1.5  SS5.4.1</p>	<ul style="list-style-type: none"> <li>• Identify the precedents set by George Washington.</li> <li>• Use the Internet to gain information about George Washington.</li> <li>• Define <i>faction</i>, <i>Federalist</i>, and <i>Democratic-Republican</i>.</li> <li>• Compare and contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation.</li> <li>• Demonstrate knowledge gained in previous lessons.</li> <li>• Recognize major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</li> <li>• Explain how Washington, D.C., became the nation's capital.</li> <li>• Identify Benjamin Banneker as the surveyor of the nation's capital.</li> <li>• Identify John Adams as the second president.</li> <li>• Describe the strengths and weaknesses of John Adams as president.</li> <li>• Summarize the difficulties Adams faced as president, including the possibility of war and loss of popularity.</li> <li>• Assess the possible outcome of the Virginia and Kentucky Resolves as the end of the Union.</li> <li>• Explain the role of John Marshall as the chief justice who established the role of the Supreme Court in judicial review.</li> <li>• Analyze a quote and describe Jefferson's view of freedom of the press.</li> <li>• Explain the constitutional conflict over the Alien and Sedition Acts, including the concept of constitutionality.</li> <li>• Recognize the significance of the Louisiana Purchase as doubling the size of the country.</li> <li>• Identify Thomas Jefferson as the third president.</li> <li>• Identify the states created from the Louisiana Territory.</li> <li>• Identify major physical features of the Louisiana Territory including the Mississippi and Missouri rivers; Rocky Mountains, and recognize states made from it.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify Lewis and Clark as leaders of the expedition that explored the Louisiana Territory.</li> <li>• Identify Sagoyewatha and Tekamthi as American Indian leaders of the early nineteenth century.</li> <li>• Describe three reasons for the War of 1812 and identify the sections of the country that supported or opposed the war.</li> <li>• Identify <i>war hawks</i> as congressmen who supported war with England and James Madison as president during the War of 1812.</li> <li>• Summarize the major events of the War of 1812, including the attacks on Washington, D.C., and Baltimore, and the role Dolley Madison played in saving national treasures.</li> <li>• Describe the significance of the War of 1812.</li> <li>• Demonstrate understanding of the meaning of the words of the national anthem.</li> <li>• Identify the boundary changes that occurred between 1812 and 1821, including the purchase of Florida and the addition of seven states.</li> <li>• Summarize the major message of the Monroe Doctrine as the closing of the Americas to European colonization.</li> <li>• Explain the phrases "last of the Revolutionary farmers" and "era of good feelings."</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Identify groups who did not have political power in 1828, including blacks and women.</li> <li>• Identify Andrew Jackson as the first common man elected president.</li> <li>• Describe the ways in which Jackson represented new ideas and people who had not had political power before, including those with little wealth and those in the West.</li> <li>• Explain the significance of Jackson's election as an example of expansion in the political process.</li> <li>• Demonstrate an understanding of time and sequence as they apply to the first six U.S. presidents.</li> <li>• Prepare for the assessment by reviewing content and skills presented in this unit.</li> <li>• Recognize the significance of George Washington's unanimous election.</li> <li>• Summarize the challenges Washington faced, including debt and lack of precedent.</li> <li>• Identify the advisors Washington chose, including Jefferson and Hamilton.</li> <li>• Define <i>precedent</i>.</li> </ul>
<p><b>A New Age and New Industries</b></p> <ul style="list-style-type: none"> <li>• Revolutionary Inventions</li> <li>• Transportation and Travel</li> <li>• Steaming</li> <li>• Cities Grow All Around</li> <li>• Mills and Mines</li> <li>• Writing a Document-Based Essay</li> </ul>	<p>SS5.3.3</p> <p>SS5.4.2 SS5.4.5</p> <p>SS5.5.1 SS5.5.3 SS5.5.4</p>	<ul style="list-style-type: none"> <li>• Describe transportation before 1800 and explain the need for change.</li> <li>• Identify four modern innovations in transportation in the early 1800s, including canals, railroads, steamboats, and improved roads.</li> <li>• Summarize the impact of canals and roads on life and the economy.</li> <li>• Describe the advantages and disadvantages of steam power in boats and trains.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	SS5.6.4	<ul style="list-style-type: none"> <li>• Describe the advantages of railroads over canals, steamboats, and roads.</li> <li>• Identify Robert Fulton as a developer of the steamboat.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Analyze maps and graphs for information on early transportation.</li> <li>• Use population density maps to compare populations over time.</li> <li>• Define <i>urban, suburban, and rural</i>.</li> <li>• Discuss the geographic reasons for the growth of cities on rivers.</li> <li>• List at least two examples of the positive and negative characteristics of cities in the early to mid-1800s.</li> <li>• Locate the cities of New York, Philadelphia, New Orleans, and Boston on a map.</li> <li>• Explain why so many women and children worked in mills and mines.</li> <li>• Explain the geographic reasons for the growth of Pittsburgh and Wheeling as mill towns.</li> <li>• Demonstrate mastery of important knowledge and skills in previous lessons.</li> <li>• Describe some of the problems of workers in the mines and mills of the nineteenth century, such as low pay and dangerous conditions.</li> <li>• Analyze an essay question to prepare an answer.</li> <li>• Define <i>primary source</i>.</li> <li>• Brainstorm previous knowledge.</li> <li>• Organize information.</li> <li>• Acquire information related to an essay question.</li> <li>• Analyze primary sources.</li> <li>• Develop a thesis statement</li> <li>• Develop an outline of information.</li> <li>• Write a document-based essay.</li> <li>• Review important knowledge and skills taught in this unit.</li> <li>• Define <i>industrial revolution and factory system</i>.</li> <li>• Identify industrial innovators, including Eli Whitney, Francis Lowell, and Samuel Slater, and their accomplishments.</li> <li>• Explain why the changes in industry are called a revolution.</li> </ul>
<p><b>Americans Take New Land</b></p> <ul style="list-style-type: none"> <li>• Write On, Sequoyah!</li> <li>• Trails of Tears</li> <li>• Movement and Migration</li> <li>• Westward Ho!</li> <li>• Shakers and Movers</li> <li>• Don't Forget to Write (optional)</li> <li>• Manifest Destinies</li> <li>• Remember More Than the Alamo</li> <li>• More and More States</li> <li>• The Mexican War</li> </ul>	SS5.2.1 SS5.2.2 SS5.2.3 SS5.2.4  SS5.4.1 SS5.4.2 SS5.4.3 SS5.4.4	<ul style="list-style-type: none"> <li>• Locate on a map eastern Indian lands and the land the Indians were moved to.</li> <li>• Demonstrate mastery of important knowledge and skills in previous lessons.</li> <li>• Describe the significance of <i>Worcester v. Georgia</i> and explain why this Supreme Court ruling was not enforced.</li> <li>• Define <i>Trail of Tears</i>.</li> <li>• Analyze the sculpture "End of the Trail."</li> <li>• Recognize the way by which the United States gained control of New Mexico.</li> <li>• Describe the "push" and "pull" factors that caused people to leave their home countries and migrate to the United States, including social, political, and economic</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>Rushing for Gold</li> </ul>		<p>problems at home and opportunities in the United States.</p> <ul style="list-style-type: none"> <li>Recognize the major ethnic groups that came to the United States.</li> <li>Explain why the Santa Fe Trail fell out of use.</li> <li>Define <i>prairie schooner</i>, <i>pioneer</i>, and <i>wagon train</i>.</li> <li>Analyze photographs and written documents to describe the journey west and its difficulties, including disease, lack of water, and fear of attack.</li> <li>Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land.</li> <li>Use maps to gain familiarity with transportation and migration routes.</li> <li>Identify Joseph Smith, Brigham Young, and the Mormons.</li> <li>Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>Explain the reasons the Mormons migrated to the West, including persecution and opportunity.</li> <li>Demonstrate understanding of the pioneer experience, including motivation and experience.</li> <li>Describe the population of California in 1840 as Native Americans, Spanish-speaking settlers, missionaries, and rancheros.</li> <li>Define <i>Manifest Destiny</i>.</li> <li>Explain why President Polk and other Americans wanted to gain control of California, including its fertile farmlands, excellent harbors, and the idea of Manifest Destiny.</li> <li>Explain how Texas became an independent country and then a state in the United States.</li> <li>Explain the causes of the conflicts between Mexicans and anglo settlers, including the settlers' violations of settlement agreements and Santa Anna's violation of the Mexican Constitution.</li> <li>Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas.</li> <li>Practice identifying the fifty states and their capitals.</li> <li>Describe the expansion of the United States from the 1780s to the present.</li> <li>Identify on a map the territory the United States gained as a result of the Mexican War and other territory gained by 1853.</li> <li>Describe the controversy over the war and list significant Americans who opposed the war, including Henry David Thoreau and Abraham Lincoln.</li> <li>Demonstrate knowledge gained in previous lessons.</li> <li>Describe the causes of the Mexican War, including border disputes and manifest destiny.</li> <li>Define <i>Gold Rush</i>, <i>forty-niner</i>, <i>Pony Express</i>, and <i>telegraph</i>.</li> <li>Explain why people wanted to go to California after 1848 and how they could get there and communicate.</li> </ul>



**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Recognize the law of supply and demand in effect in California in terms of merchants such as Levi Strauss.</li> <li>Describe the results of immigration to California, including statehood and the rise of nativism.</li> <li>Review important knowledge and skills taught in this unit.</li> <li>Describe the Indian Removal Act and the economic reasons for it.</li> <li>Identify Sequoyah as the Cherokee who invented a written form of the Cherokee language.</li> <li>Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation and warfare.</li> </ul>
<p><b>Reform and Reflection</b></p> <ul style="list-style-type: none"> <li>Reforming a Nation</li> <li>Achieving Their Potential</li> <li>Writing in America</li> <li>Write Every Time (optional)</li> <li>Art in America</li> <li>Made in America (optional)</li> </ul>	<p>SS5.2.1 SS5.2.2 SS5.2.4</p> <p>SS5.4.1 SS5.4.2 SS5.4.3 SS5.4.4</p>	<ul style="list-style-type: none"> <li>Describe the accomplishments and reform goals of two of the following: Elizabeth Cady Stanton, Dorothea Dix, Amelia Bloomer, Susan B. Anthony, and Sojourner Truth.</li> <li>Define <i>abolition</i> and <i>Seneca Falls Declaration</i>.</li> <li>Demonstrate knowledge gained in previous lessons.</li> <li>Use the Internet to gain information on one writer.</li> <li>Identify Henry David Thoreau as the author of <i>Civil Disobedience</i>, and Mohandas Gandhi and Martin Luther King, Jr. as political leaders influenced by this work.</li> <li>Describe the Puritan values that influenced people in the 1800s.</li> <li>Identify at least two of the following American writers of the early nineteenth century and their contributions to American literature: Emerson, Thoreau, Alcott, and Longfellow.</li> <li>Write a paragraph expressing a reaction to the work of an American author.</li> <li>Identify at least three of the following American writers of the mid-1800s and their contributions to American literature: Melville, Poe, Irving, Whitman, Emerson.</li> <li>Describe how selected works of American art from 1800 to 1850 express the American experience.</li> <li>Describe the contributions of the artists of the early and mid-1800s to American culture.</li> <li>Identify Audubon and Catlin as two prominent American artists of the early and mid-1800s.</li> <li>Explain ways in which the nation expressed its character during the first half of the 19th century.</li> <li>Identify major elements in the development of American culture in the first half of the 19th century, including achievements in reform, literature, and art.</li> <li>Identify individuals who helped expand the ideals of democracy.</li> <li>Review examples of nationalism in American literature and art of the early 19th century.</li> <li>Review the goals, achievements and difficulties of major reform movements before 1860.</li> <li>Give examples of early nineteenth-century education reforms, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for educated voters.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify Sarah and Angelina Grimké as abolitionists and Elizabeth Blackwell as the first woman to attend medical school in the United States.</li> <li>• Describe the second Great Awakening and its influence on reform movements.</li> <li>• Describe women's lives in the United States in the 1800s.</li> <li>• Define <i>civil disobedience</i>.</li> </ul>
<p><b>Slavery and Sectionalism</b></p> <ul style="list-style-type: none"> <li>• Slavery in a Free Country</li> <li>• Can a Compromise Work?</li> <li>• Frederick Douglass: A Voice Against Slavery</li> <li>• Clay, Calhoun, and Webster Speak Out</li> <li>• Another Compromise</li> <li>• Where is Justice?</li> <li>• Not Really a Railroad Underground</li> <li>• More on the Underground Railroad (optional)</li> <li>• Is It Ever Okay? (optional)</li> <li>• Against Slavery: Harriet Beecher Stowe</li> <li>• Against Slavery: John Brown</li> <li>• Abraham Lincoln: Larger Than Life</li> </ul>	<p>SS5.2.4</p> <p>SS5.4.5</p> <p>SS5.6.1</p> <p>SS5.6.2</p> <p>SS5.6.3</p> <p>SS5.6.4</p>	<ul style="list-style-type: none"> <li>• Give examples of the growing differences between North and South after 1820, including changes in population, economy, and political power.</li> <li>• Identify William Lloyd Garrison as an abolitionist leader.</li> <li>• Explain with examples the terms <i>New South</i> and <i>Old South</i> and the role of the cotton gin in transforming them.</li> <li>• Identify the Missouri Compromise as the 1820 law that maintained the political balance in the Senate and forbade slavery in most of the Louisiana Purchase territory.</li> <li>• Use the Internet to gain information on Frederick Douglass.</li> <li>• Summarize the major hardships the young Frederick Douglass faced and the causes he worked for including abolition, voting rights for blacks and women, fair treatment for Chinese and Indians, and education.</li> <li>• Define <i>tariff</i>, <i>orator</i>, and <i>states' rights</i>.</li> <li>• Recognize the position of Clay, Calhoun, and Webster on slavery and on the Union.</li> <li>• Identify Henry Clay, John C. Calhoun, and Daniel Webster as representatives of different parts of the country and identify the sections of the country they represented.</li> <li>• Explain why antislavery people such as Daniel Webster were willing to compromise on the issue of slavery.</li> <li>• Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.</li> <li>• Define <i>nullify</i> and <i>secession</i>.</li> <li>• Recognize that there was diversity of opinion on the issue of slavery and secession in 1850.</li> <li>• Explain the argument and decision in the Dred Scott case.</li> <li>• Describe the risks some people took to escape slavery or help others do so.</li> <li>• Describe the Underground Railroad.</li> <li>• Identify the reasons, justifications, and consequences of breaking unjust laws.</li> <li>• Identify Harriett Tubman as an escaped slave and conductor on the Underground Railroad.</li> <li>• Analyze a primary source to gain understanding of Harriet Beecher Stowe's impact.</li> <li>• Summarize the way in which Harriett Beecher Stowe worked to end slavery.</li> <li>• Compare and contrast the goals and actions of Harriet Beecher Stowe and John Brown.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Analyze the quote from Lincoln, "Old John Brown has been executed for treason against a State. We cannot object, even though he agreed with us in thinking slavery wrong. That cannot excuse violence, bloodshed, and treason."</li> <li>Summarize the way in which John Brown worked to end slavery and evaluate the effectiveness of his methods.</li> <li>Describe the pre-presidency life and character of Abraham Lincoln, including his frontier youth, love of learning, and ability to see the moral issues in political questions.</li> <li>Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>Define <i>paradox</i> and explain why slavery was a paradox in the United States, even though slavery had existed for thousands of years in some parts of the world.</li> <li>Give examples of the rights denied to blacks, including personal freedom and political rights.</li> <li>Discuss ways in which individuals experienced slavery and fought slavery, and your reactions to them.</li> <li>Describe the colonization movement and explain that most blacks did not want to migrate to Africa because they were Americans.</li> </ul>
<p><b>The Civil War</b></p> <ul style="list-style-type: none"> <li>An Uncivil War</li> <li>It Begins</li> <li>North Versus South</li> <li>Generals North and South</li> <li>The War Moves Out to Sea</li> <li>Through the Eyes of Mathew Brady (optional)</li> <li>Proclaiming Emancipation</li> <li>Fighting More Than a War</li> <li>Gettysburg and Vicksburg</li> <li>Important Words</li> <li>Almost Over</li> <li>Hope and Sorrow</li> </ul>	<p>SS5.1.1 SS5.1.2 SS5.1.5</p> <p>SS5.2.4</p> <p>SS5.5.1 SS5.5.2 SS5.5.4</p>	<ul style="list-style-type: none"> <li>Identify on a map and explain the significance of the first battle at Bull Run (Manassas) as changing attitudes about war in both the North and the South.</li> <li>Identify on a map and explain the significance of Fort Sumter as initiating the war.</li> <li>Summarize the attitude of most soldiers as believing the war would be quick and glorious and the reasons they were incorrect, including new weapons and lack of experience.</li> <li>Locate on a map the states that seceded and the border states.</li> <li>Explain how the Civil War differed from earlier wars.</li> <li>Compare and contrast life in the North and the South in 1861, including Northern urbanization versus Southern pastoral life, and different social structures.</li> <li>Describe Civil War soldiers and give some reasons so many died, including the use of new weapons and old tactics.</li> <li>Identify Ulysses S. Grant as the general who led the Union to victory by outlasting the enemy and winning many battles.</li> <li>Describe the Anaconda Plan as the strategy for Union victory.</li> <li>Identify Robert E. Lee as the leader of Confederate forces and recognize that he chose to leave the Union out of loyalty to his state.</li> <li>Describe the innovation of the ironclad ship and its importance in warfare.</li> <li>Identify ironclad ships—including the <i>Monitor</i> (Union) and the <i>Merrimack</i>, or <i>Virginia</i> (Confederate)—as one of the reasons the Civil War is considered a modern war.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Identify Farragut as the Southerner who commanded Union ships to capture the Mississippi River.</li> <li>• Analyze Brady photos online to gain understanding of the Civil War.</li> <li>• Recognize the impact of photography on the public's perception of the war.</li> <li>• Identify Mathew Brady as the major photographer of the Civil War.</li> <li>• Evaluate the Emancipation Proclamation in terms of freeing slaves and its impact on the goals of the war.</li> <li>• Locate Antietam on a map.</li> <li>• Explain the significance of the Battle of Antietam in terms of lives lost, the firing of McClellan, and psychological impact.</li> <li>• Summarize the story of the 54th Massachusetts Regiment and its role in changing Northern attitudes.</li> <li>• Explain the reasons for the refusal to allow blacks in the Union army at the start of the war.</li> <li>• Identify the battle at Gettysburg as the turning point of the war in the east and Vicksburg as the turning point in the west.</li> <li>• Label Gettysburg and Vicksburg on a map and explain Vicksburg's strategic importance.</li> <li>• Describe Lee's reasons for moving into the North.</li> <li>• Identify the major reason for the high casualties at Gettysburg as the use of traditional tactics in a day of more modern weapons.</li> <li>• Define the term <i>total war</i> and explain its purpose.</li> <li>• Analyze the Gettysburg Address to gain understanding of its meaning.</li> <li>• Describe the Union strategy late in the war as an attempt to end the war as quickly as possible by trapping Lee's army.</li> <li>• Identify Sherman as the general who captured Atlanta and used total warfare in Georgia and the Carolinas.</li> <li>• Explain why Lincoln was able to win a second term in office.</li> <li>• Summarize the surrender at Appomattox Courthouse and explain why it is considered "generous."</li> <li>• Describe the change in Lincoln's views on slavery between his first and second elections.</li> <li>• Summarize Lincoln's view of Reconstruction as one of generosity and kindness to North and South.</li> <li>• Demonstrate mastery of important knowledge and skills taught in previous lessons.</li> <li>• Identify the basic principles that separated North and South in 1861, including differing views on slavery and the right to leave the Union.</li> <li>• List the advantages of the North (more people, industry, and food) and of the South (skilled fighters, outdoorsmen, Southerners' belief that they were fighting for their land) as the war began.</li> <li>• Identify Richmond as the capital of the Confederacy and Jefferson Davis as its president.</li> <li>• Define <i>Yankees</i> and <i>border state</i>.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>Summarize the challenges that Lincoln faced, including the importance of border states and the dilemma of the slavery issue.</li> <li>Demonstrate mastery of important knowledge and skills in this unit.</li> </ul>
<p><b>Reconstruction</b></p> <ul style="list-style-type: none"> <li>Tragedy</li> <li>Now What?</li> <li>High Hopes</li> <li>Guarantees</li> <li>Write About It</li> <li>New Era, New President</li> <li>Executive Efforts</li> <li>Legislative Labors</li> <li>Single-Minded Stevens</li> <li>A President on Trial</li> <li>Turning Back</li> </ul>	<p>SS5.1.1 SS5.1.2 SS5.1.5</p> <p>SS5.5.1 SS5.5.2 SS5.5.3 SS5.5.4</p>	<ul style="list-style-type: none"> <li>Describe the strengths and weaknesses Andrew Johnson brought to the presidency.</li> <li>Summarize Lincoln's approach to Reconstruction.</li> <li>Identify the social and economic issues the United States faced at the end of the Civil War.</li> <li>Identify the Freedmen's Bureau and describe the kind of work it did.</li> <li>List political questions that had to be addressed during Reconstruction.</li> <li>Summarize the ways in which some white Southerners denied justice to blacks.</li> <li>Explain the impact of the 14th Amendment on the federal balance of power.</li> <li>Identify the ways in which the government attempted to give blacks full citizenship.</li> <li>Describe the effects of congressional Reconstruction (as opposed to presidential Reconstruction).</li> <li>Identify the leader of the Radical Republicans.</li> <li>Define <i>radical</i>.</li> <li>Define <i>impeachment</i> and explain its purpose.</li> <li>Describe the process of impeachment under the U.S. Constitution.</li> <li>Identify Edmund Ross and his view of Johnson's impeachment.</li> <li>Explain how Andrew Johnson's impeachment affected the balance of power in the U.S. government.</li> <li>Define and describe <i>sharecropping</i> and explain why it kept people in poverty.</li> <li>Describe the ways many Southern whites denied blacks rights after Reconstruction ended.</li> <li>Summarize the problems many Southern whites believed were caused by Reconstruction.</li> <li>Demonstrate mastery of important knowledge and skills in this unit.</li> <li>Demonstrate mastery of important knowledge and skills taught in the first semester.</li> <li>Demonstrate mastery of important knowledge and skills taught in the second semester.</li> <li>Recognize the significance of the Louisiana Purchase as doubling the size of the country.</li> <li>Identify Andrew Jackson as the first common man elected president.</li> <li>Explain the causes of the conflicts between Mexicans and Anglo settlers, including the settlers' violations of settlement agreements and Santa Anna's violation of the Mexican Constitution.</li> <li>Identify on a map the territory the United States gained as a result of the Mexican War and other territory gained by 1853.</li> <li>Describe the Underground Railroad.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Describe the Indian Removal Act and the economic reasons for it.</li> <li>• Give examples of the rights denied to blacks, including personal freedom and political rights.</li> <li>• Identify William Lloyd Garrison as an abolitionist leader.</li> <li>• Identify the basic principles that separated North and South in 1861, including differing views on slavery and the right to leave the Union.</li> <li>• Evaluate the Emancipation Proclamation in terms of freeing slaves and its impact on the goals of the war.</li> <li>• Assess the impact of Lincoln's death on the North, the South, and Reconstruction.</li> <li>• Use longitude and latitude to determine absolute location.</li> <li>• Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation and warfare.</li> <li>• Identify the precedents set by George Washington.</li> <li>• Compare and contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation.</li> <li>• Define <i>industrial revolution</i> and <i>factory system</i>.</li> <li>• Identify Joseph Smith, Brigham Young, and the Mormons.</li> <li>• Explain the reasons the Mormons migrated to the West, including persecution and opportunity.</li> <li>• Identify large- and small-scale maps and use map scales to measure distances.</li> <li>• Give examples of the growing differences between North and South after 1820, including changes in population, economy, and political power.</li> <li>• Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.</li> <li>• Identify Robert E. Lee as the leader of Confederate forces and recognize that he chose to leave the Union out of loyalty to his state.</li> <li>• Describe the significance of the War of 1812.</li> <li>• Define <i>nullify</i> and <i>secession</i>.</li> <li>• Analyze the Gettysburg Address to gain understanding of its meaning.</li> <li>• Define <i>Manifest Destiny</i>.</li> <li>• Explain how Texas became an independent country and then a state in the United States.</li> <li>• Recognize the law of supply and demand in effect in California in terms of merchants such as Levi Strauss.</li> <li>• Use landform maps and relief maps to locate physical features.</li> <li>• Summarize the impact of canals and roads on life and the economy.</li> <li>• Describe the advantages of railroads over canals, steamboats, and roads.</li> <li>• Describe the causes of the Mexican War, including border disputes and manifest destiny.</li> <li>• Define <i>Yankees</i> and <i>border state</i>.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>• Locate on a map the states that seceded and the border states.</li> <li>• Identify Ulysses S. Grant as the general who led the Union to victory by outlasting the enemy and winning many battles.</li> <li>• Define <i>Gold Rush</i>, <i>forty-niner</i>, <i>Pony Express</i>, and <i>telegraph</i>.</li> <li>• Describe the expansion of the United States from the 1780s to the present.</li> <li>• Define <i>Reconstruction</i> and <i>assassin</i>.</li> <li>• Describe Lincoln's assassination and identify John Wilkes Booth as the assassin.</li> </ul>
<b>End of Year Checkpoint</b>		