

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	SS
Course ID	W04101G0.5012	Grade Level	9-12
Course Name	WOL-American History-A	# of Credits	0.5
SCED Code	04101G0.5012	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This course is the first half of a 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 *The American Odyssey: A History of the United States*. Lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

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.
SS12.1.2	Explain and/or demonstrate how to participate in the political process and form personal opinions.
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).
SS12.1.4	Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
SS12.1.5	Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
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.
SS12.2.3	Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
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).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.3.2	Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS12.3.3	Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.3.4	Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).
SS12.3.5	Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.
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.
SS12.4.3	Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.
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.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
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.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Semester 1		
Unit 1: American Beginnings • Peopling the Americas	SS12.1.3 SS12.2.1 SS12.2.2 SS12.2.4	Student will: <ul style="list-style-type: none"> 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.
• First Americans	SS12.2.3 SS12.2.4	Student will: <ul style="list-style-type: none"> Compare major Native American cultures of North America. Compare the ways of life of major Native North American cultural groups
• The North American Continent	SS12.5.2 SS12.5.4	Student will: <ul style="list-style-type: none"> Identify major physical features and climates of North America. Identify major geographic features and climates of North America.
• Worlds Meet	SS12.2.2 SS12.2.4 SS12.4.1 SS12.4.4 SS12.4.5 SS12.5.2 SS12.5.3 SS12.5.4 SS12.6.1 SS12.6.3 SS12.6.4	Student will: <ul style="list-style-type: none"> 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. Recognize the social, economic, and demographic impact of the Columbian Exchange. Describe the beginnings of African slavery in the Americas and the reasons for it. Describe the reasons for establishing an English settlement at Jamestown, the problems the colony faced, its major leaders, and how the colony was saved.
• Pilgrims and Puritans in New England	SS12.2.2 SS12.2.4 SS12.4.1 SS12.4.4 SS12.4.5 SS12.5.2 SS12.5.3 SS12.5.4	Student will: <ul style="list-style-type: none"> Explain why the Pilgrims and the Puritans settled in North America initially and during the Great Migration. Identify the Mayflower Compact and its significance. Identify the New England colonies and their founders. Describe the settlement and survival of the Jamestown colony. Explain the reasons for the founding and settlement of the thirteen colonies. Describe examples of cooperation and conflict between the New England colonists and Native Americans and the reasons for it. Recognize the limits on religious toleration in Puritan communities.
• The Middle and Southern Colonies	See Above W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Recognize distinguishing characteristics of the New England, middle, and southern colonial regions. Identify the middle and southern colonies and their founders. Recognize the reasons for founding individual middle and southern colonies. Describe major events in Virginia's development
• The Colonies Grow and Change	SS12.1.3 SS12.2.2 SS12.2.4 SS12.4.1 SS12.4.4 SS12.4.5 SS12.5.2 SS12.5.3 SS12.5.4 SS12.6.3 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Recognize the reasons for and characteristics of indentured servitude and slavery in the colonies. Describe the social and economic structure of the New England, middle, and southern colonies in the eighteenth century. Identify ways in which the need for labor influenced the settlement of the colonies. Explain the nature of triangular trade. Describe the Middle Passage. Recognize examples of self-government in the colonies during the eighteenth century.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<ul style="list-style-type: none"> • New Ideas and Issues 	SS12.4.1 SS12.4.4 SS12.4.5 SS12.5.2 SS12.5.3 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Identify major ideas of the Enlightenment and the Great Awakening. • Explain the significance of the French and Indian War to the colonies. • Explain the relationship between the geography of the colonies and their economic structures. • Describe the institution of slavery as it existed in eighteenth-century British America.
<ul style="list-style-type: none"> • Looking at the Colonies 	SS12.5.1 SS12.5.2 SS12.5.3 SS12.5.4 SS12.3.1 SS12.3.2	Student will: <ul style="list-style-type: none"> • Identify major geographic features and climates of North America. • Explain the relationship between the geography of the colonies and their economic structures. • Compare and contrast the New England, middle colonies, and southern colonies in terms of economics and culture.
Unit 2: Formation of the U.S. <ul style="list-style-type: none"> • Growing Tension 	SS12.4.4 SS12.4.5 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Recognize major territorial and political results of the French and Indian War. • Explain the disagreement between the British government and the colonists on the issues of taxation and Parliamentary authority after 1763. • Explain the disagreement and growing tension between the British government and the colonists on issues of taxation and Parliamentary authority between 1763 and 1775. • Trace the growing tension between Britain and the colonies before 1774.
<ul style="list-style-type: none"> • Moving Toward Independence 	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Analyze the message and impact of Thomas Paine's Common Sense. • Identify key individuals in the independence movement. • Identify major events, leaders, and foreign assistance during the American Revolution. • Describe the purpose, members, and accomplishments of the First and Second Continental Congresses. • Recognize the events at Lexington, Concord, and Bunker Hill as the beginning of hostilities between Britain and the colonies.
<ul style="list-style-type: none"> • We Hold These Truths 	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> • Analyze the Declaration of Independence for the essential principles it expresses. • Explain the major arguments of the Federalists and anti-Federalists and their supporters. • Recognize the influence of Enlightenment philosophers on the Declaration of Independence. • Identify major arguments for and against independence and the groups who supported each side.
<ul style="list-style-type: none"> • Revolution 	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.6.1 SS12.6.3 SS12.6.4	Student will: <ul style="list-style-type: none"> • Identify major events, leaders, and foreign assistance during the American Revolution. • Identify major arguments for and against independence and the groups who supported each side. • Summarize the advantages and disadvantages of each side at the beginning of the Revolutionary War. • Recognize the contributions of foreign nations and individuals to the Revolution.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
	W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> Identify major events and leaders of the American Revolution.
• A Long War	SS12.4.1 SS12.4.2 SS12.4.3 SS12.4.4 SS12.4.5 SS12.6.1 SS12.6.3 SS12.6.4	<p>Student will:</p> <ul style="list-style-type: none"> Identify major events, leaders, and foreign assistance during the American Revolution. Describe George Washington's role in winning the War of Independence. Explain how the United States was able to achieve victory in the Revolutionary War. Identify major events and leaders of the American Revolution. Describe Washington's strategy for winning the war. Assess George Washington's role in the American Revolution.
• Governing a New Nation	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Identify the Articles of Confederation as the first government of the United States. Analyze the strengths and weaknesses of the Articles of Confederation government. Give examples of the accomplishments and failures of the Articles of Confederation government. Identify the Articles of Confederation and its strengths and weaknesses. Assess the impact of the American Revolution and revolutionary thought on the people of the new United States. Explain how the United States was able to achieve victory in the Revolutionary War. Recognize the significance of state governments and a tradition of self-government in establishing the new government of the United States.
• Seeking a More Perfect Union	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Explain the reasons for calling a convention of states in 1787. Describe the major reasons, events, issues, and individuals of the Constitutional Convention. Identify major features of the United States government under the Constitution. Identify James Madison and his contributions to the writing of the United States Constitution. Describe the major issues debated at the convention and the compromises that allowed agreement on the new Constitution.
• Ratification	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Explain the major arguments of the Federalists and anti-Federalists and their supporters. Explain the major arguments of the Federalists and Anti-Federalists. Identify the major supporters and opponents of ratification. Recognize the Federalist Papers as a major factor in gaining ratification.
• Your Constitution	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Recognize the U.S. Constitution as the longest-lived plan for representative government in history. List the purposes of the Constitution as enumerated in the Preamble. Identify the three branches of government and their roles. Explain and give examples of the concept of checks and balances. Describe the purpose of the amendment process. Define the term federalism. List examples of the individual rights guaranteed by the Bill of Rights.
Unit 3: The New Republic		Student will:

SCOPE AND SEQUENCE		
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• The New Republic	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 SS12.2.4 SS12.3.2 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> List examples of the individual rights guaranteed by the Bill of Rights. Identify the first four presidents and the major issues and events of their administrations. 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. Recognize the challenges Washington faced as the first president and the precedents he established for the new government.
• The Washington Presidency	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 SS12.2.4 SS12.3.2 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the constitutional debate that surrounded it. Describe the rise of political parties in the United States. Recognize the impact of Washington's Farewell Address. 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. Identify the major issues on which Jefferson and Hamilton disagreed and their positions on those issues. Recognize the impact of foreign and domestic crises on the development of policies and political parties (French Revolution, Whiskey Rebellion). Summarize the key points and significance of Washington's Farewell Address.
• A New Leader	SS12.4.4 SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.3 SS12.1.5 SS12.2.4 SS12.3.2 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> List examples of the individual rights guaranteed by the Bill of Rights. 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. 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. Identify the major issues on which Jefferson and Hamilton disagreed and their positions on those issues. Summarize the key points and significance of Washington's Farewell Address. Recognize the impact of foreign and domestic crises on the development of policies and political parties. Recognize the major elements of Washington's Farewell address. Recognize the major foreign policy challenges of John Adams's presidency and his response to them. Assess the Alien and Sedition Acts and Virginia and Kentucky Resolutions in terms of the reasons for them and their constitutionality. Summarize the achievements of the Federalist Era.
• Transfer of Power	SS12.1.2 SS12.1.3	<p>Student will:</p> <ul style="list-style-type: none"> Describe the nature and significance of the election of 1800. Identify demographic and economic changes occurring in the United States in 1800.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> Trace the evolution of Jefferson's view of the presidency and of implied powers during his presidency. Describe the campaign and election of 1800.
• Exploring	SS12.5.1 SS12.5.2	<p>Student will:</p> <ul style="list-style-type: none"> Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River. Identify major physical features of the Louisiana Territory and the states made from it. Analyze maps for information on the Lewis and Clark Expedition.
• The War of 1812	SS12.4.5 SS12.5.1 SS12.5.3 SS12.5.4 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> 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. List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally, politically, and economically. Identify demographic and economic changes occurring in the United States in 1800. Trace the evolution of Jefferson's view of the presidency and of implied powers during his presidency. Describe the campaign and election of 1800. Analyze maps for information on the Lewis and Clark Expedition. Identify the causes of the War of 1812 and the groups, individuals, and regions that supported or opposed the war. 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, Dolly Madison). Describe the results and significance of the War of 1812.
• Nationalism: Culture and Economy	SS12.4.5 SS12.3.2 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Identify James Monroe and the terms "last of the Revolutionary War generation" and "Era of Good Feelings." Describe economic opportunities and changes in the years after the War of 1812. Assess the political and moral issues that new opportunities for profit revealed after 1815. List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally and politically.
• Nationalism: Politics and the Judiciary • Nationalism: Foreign Affairs	SS12.4.5 SS12.3.2 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Describe the relationship between Native Americans and the U.S. government in the early 1800s. Explain the role of the Supreme Court in interpreting the law. Identify John C. Marshall and his influence on the power of the Supreme Court. Recognize the message and impact of the Second Great Awakening. Identify James Monroe and the terms "last of the Revolutionary War generation" and "Era of Good Feelings." Describe economic opportunities and changes in the years after the War of 1812. Assess the political and moral issues that new opportunities for profit revealed after 1815. List examples of ways in which a spirit of nationalism after the War of 1812 influenced the United States culturally and politically. Identify Henry Clay, Daniel Webster, and John C. Calhoun and their goals. Recognize the issues and outcomes of major Supreme Court cases of the early 1800s. Explain the issues, goals, and provisions of the Missouri compromise.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> Recognize that major Supreme Court cases of the early 1800s gave new power to the federal government. Summarize the major message of the Monroe Doctrine. Identify boundary changes that occurred between 1804 and 1820 and the states that joined the Union.
• Eventful Times		Student will: <ul style="list-style-type: none"> Develop a time line of the early national period.
Unit 4: Change and Growth • A Revolution in American Industry	SS12.4.5 SS12.3.2 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Identify American inventors and innovators of the late eighteenth and early nineteenth centuries and their accomplishments. Describe the growth of new industries in the United States after the War of 1812. Recognize that the Industrial Revolution began in England's textile industry during the late 1700s. 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. Explain the advantages and disadvantages of factory work for young women in the early nineteenth century.
• A Revolution in Transportation	SS12.4.5 SS12.3.2 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9	Student will: <ul style="list-style-type: none"> Describe the need for, and debate over, transportation improvements in the early 1800s. Explain how major innovations in transportation in the early nineteenth century changed travel and trade. Analyze primary and secondary sources on transportation in early nineteenth century America.
• Going Places	SS12.3.3 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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.
• New Politics	SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.5 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Identify Andrew Jackson as the first common man elected president. Explain how Jackson was able to be elected in 1828. Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson. Explain how John Quincy Adams became president and how his election affected his presidency. Assess Andrew Jackson's election in 1828 and its long-term effects. Describe the American electorate of the 1820s and how it had changed since 1800.
• Jackson's Presidency	SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.5 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson. Identify the major issues and philosophical differences that divided Whigs and Democrats during the 1830s and who supported each. Explain the concept of nullification and why it was a threat to the existence of the United States. Recognize major elements of the modern American political party system that emerged during the Jackson era.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<ul style="list-style-type: none"> Legacies 	SS12.4.5 SS12.1.1 SS12.1.2 SS12.1.5 SS12.2.3 SS12.2.4 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears. Explain how John Quincy Adams became president and how his election affected his presidency. Assess Andrew Jackson's election in 1828 and its long-term effects. Describe the American electorate of the 1820s and how it had changed since 1800. Explain the concept of nullification and why it was a threat to the existence of the United States. Recognize major elements of the modern American political party system that emerged during the Jackson era. Describe Jackson's Indian policy and its ramifications. Identify Sequoyah and the Cherokee attempts to keep their land. Trace the route of the Trail of Tears. Assess Jackson's presidential legacy and the meaning of the term "Jacksonian Democracy." Identify the major issues and philosophical differences that divided Whigs and Democrats during the 1830s, and who supported each.
<ul style="list-style-type: none"> Northern Ways Southern Ways Comparing, Contrasting, Predicting 	SS12.3.5 SS12.4.1	Student will: <ul style="list-style-type: none"> Recognize major economic and social characteristics of the northern states between 1820 and 1850. Recognize major economic and social characteristics of the southern states between 1820 and 1850. Compare and contrast the North and the South in the early 1800s. Analyze the role of the West in the growing sectionalism of the 1800s.
Unit 5: Forging a National Identity <ul style="list-style-type: none"> Seeking Perfection 	SS12.6.1 SS12.6.3 SS12.6.4	Student will: <ul style="list-style-type: none"> Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements. Describe utopian communities of the early nineteenth century. Recognize the major tenets of transcendentalism. Describe the kinds of people who worked for reform in the 1830s and 1840s and their reasons for doing so. Describe major utopian communities, their goals, and their decline.
<ul style="list-style-type: none"> Freedom for All 	SS12.4.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Describe the inequalities women experienced in the early nineteenth century. Analyze the Seneca Falls Declaration of Sentiments. Identify the leaders of the abolition and women's movements, their goals, the obstacles they faced, and their achievements. Identify the Seneca Falls Declaration of Sentiments and reactions to it.
<ul style="list-style-type: none"> A New American Culture 	SS12.2.1 SS12.2.2 SS12.2.3 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Identify major American artists and writers of the early nineteenth century and their contributions to American culture. Explain how American art of the early nineteenth century reflected and influenced the values of American society at the time. Identify major American artists of the early nineteenth century and their contributions to American culture. Identify major American writers of the early nineteenth century and their contributions to American culture. Describe the major ideas of the transcendentalist movement.
<ul style="list-style-type: none"> The Push West 	SS12.5.1 SS12.5.2 SS12.5.3 SS12.2.2 W.9-10.10	Student will: <ul style="list-style-type: none"> Explain the term manifest destiny. Identify the major trails west, the reasons for them, and the people or groups who used them. Describe the experience of those who went west.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
	W.11-12.10	<ul style="list-style-type: none"> Describe the roles of fur traders, missionaries, and farmers in westward expansion. Identify major trails west and the reasons for them. Identify the Mormons, their reasons for migrating to Utah, and their success in settling there.
• Texas: The Lone Star Republic	SS12.5.1 SS12.5.2 SS12.5.3	Student will: <ul style="list-style-type: none"> Trace the major events leading up to Texas independence from 1820 to 1836.
• War and Riches	SS12.5.1 SS12.5.2 SS12.5.3 SS12.5.4 SS12.4.2 SS12.4.3 SS12.4.4	Student will: <ul style="list-style-type: none"> Describe the causes and results of the California Gold Rush. Trace the territorial expansion of the United States between 1824 and 1853. Identify James K. Polk. Assess the arguments for and against going to war with Mexico. Identify the major events and outcomes of the Mexican War. Identify the major causes, individuals, events, and outcomes of the Mexican War.
Unit 6: The Union in Crisis • Growing Apart	SS12.2.1 SS12.2.2 SS12.2.4 SS12.4.3 SS12.4.4 SS12.4.5 SS12.5.1 SS12.5.2 SS12.5.3 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Recognize the views of the North and South toward each other by 1850. Identify Harriett Beecher Stowe and Uncle Tom's Cabin and its impact. Identify the goal and major provisions of the Compromise of 1850. Describe the North's and the South's reaction to the Compromise of 1850. Explain how Stephen Douglas's theory of popular sovereignty reopened the issue of slavery in the territories and led to political turmoil and violence.
• Debate and Division	SS12.4.5 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> Explain the political realignments that resulted in the rise of the Republican Party in the 1850s. Recognize the impact of the Dred Scott decision. Describe the significance of the Lincoln-Douglas debates. Identify John Brown and his raid on Harpers Ferry.
• Disunion	SS12.4.5 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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.
• The War Begins	SS12.4.5 SS12.4.1 SS12.4.3 SS12.4.4 SS12.6.1 SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none"> 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.
• Terrible Conflict	SS12.4.5 SS12.6.1	Student will: <ul style="list-style-type: none"> Identify the goals and impact of the Emancipation Proclamation and the Gettysburg Address.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
	SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> Summarize the progress of the war in its second year. Explain the reasons for the enormous death toll during the Civil War. Identify the goals and impact of the Emancipation Proclamation. Analyze the Gettysburg Address for its long-term impact.
• War's End	SS12.4.5 SS12.4.1 SS12.4.3 SS12.4.4 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Describe the role and accomplishments of women during the Civil War. Assess the human cost of the Civil War. Analyze the political, economic, and social challenges the nation faced at the end of the Civil War. Explain the goals and results of the Homestead and Morrill Acts. Recognize civilian hardships and attitudes in the North and South during the war. Identify the Thirteenth Amendment. Summarize the progress of the war from August 1863 to April 1865.
• A War on All Fronts	SS12.4.5 SS12.2.3 SS12.6.1 SS12.6.3 SS12.6.4	<p>Student will:</p> <ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize reasons for considering the Civil War the first modern war. Describe the role and accomplishments of women during the Civil War. Identify the events and impact of Lincoln's assassination. Explore the impact of photography during the Civil War.
• Reuniting a Nation	SS12.4.5 SS12.4.3 SS12.3.5 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Compare and contrast the major plans for and supporters of Reconstruction. Identify the goals of the Freedman's Bureau, the Civil Rights Act of 1865, and the Fourteenth Amendment. Recognize the events and results of Andrew Johnson's impeachment. Identify the political, economic, and social challenges the nation faced in 1865. Recognize the different approaches to Reconstruction and the philosophies behind them. Identify the significance of the 13th, 14th, and 15th Amendments. Explain the resistance to reconstruction and the Compromise of 1877. Describe the successes and failures of the Reconstruction era.
• Reconstructing a Nation	SS12.4.5 SS12.4.3 SS12.3.5 SS12.2.1 SS12.2.2 SS12.2.3 SS12.2.4 SS12.6.1 SS12.6.3 SS12.6.4 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Identify the significance of the 13th, 14th, and 15th Amendments. Explain the reasons for the end of Reconstruction and the Compromise of 1877, and its impact on the South. Describe the political and economic circumstances of former slaves in the early Reconstruction period. Recognize the goals and methods of the Ku Klux Klan and other white supremacist groups. Give examples of corruption in federal and state governments during Reconstruction. Identify the goal of the Fifteenth Amendment. Describe the successes and failures of the Reconstruction era.
Unit 7: Entering the Modern Era • Settling the American West	SS12.4.5 SS12.3.3 SS12.5.1 SS12.6.1	<p>Student will:</p> <ul style="list-style-type: none"> Explain the rise of the railroad industry and its influence on modern business practices. Explain the role of railroads in the settlement of the West.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
	SS12.6.3 SS12.6.4 W.9-10.10 W.11-12.10	<ul style="list-style-type: none"> 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. Describe the era of open range cattle ranching and the reasons for its end. 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. Recognize factors that encouraged settlement of the West in the late 1800s. Locate on a map the major mining, ranching, and farming regions of the West.
• The Changing West	SS12.5.1 SS12.4.5 SS12.3.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Recognize the effects of new industries and increased population on the environment. 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 Plains, where they lived, and the hardships they faced. Describe the beginnings of the timber and oil industries in the West.
• The End of a Way of Life	SS12.4.1 SS12.1.3	<p>Student will:</p> <ul style="list-style-type: none"> Describe the effect of western settlement on Native American tribes and individuals. Describe the conflict between Native Americans and the U.S. government in the late 1800s, and the results for Native Americans. Trace the changing government policy toward Indian tribes between 1865 and 1900 and the Native American response. Recognize major differences between popular images of the West and the reality of the western experience.
• New Industries Emerge	SS12.3.3 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> Describe the beginning of the steel and oil industries in the United States. Explain the rise of the railroad industry and its influence on modern business practices. Recognize titans of industry and banking and the new business structures they introduced in the late 1800s. Describe government efforts to regulate business. Explain the rise of the railroad industry and its influence on the economy of the late 1800s. Identify terms associated with modern business and business practices. Recognize new practices and business structures that resulted in emerging monopolies in the late 1800s. Describe the rise of the oil and steel industries, and the captains of industry and banking associated with them.
• Inventors and Industrialists	SS12.3.4 SS12.3.3 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> 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.
• How Big is Too Big?	SS12.4.5 RI.9-10.9 RI.11-12.9 W.9-10.10 W.11-12.10	<p>Student will:</p> <ul style="list-style-type: none"> 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.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
• The Price of Industrialization	SS12.3.3 SS12.3.4 SS12.3.2 W.9-10.10 W.11-12.10 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none">• Describe the organization and focus of the American Federation of Labor and Samuel Gompers.• Explain the attitude of capital toward unions and the results of that attitude.• Recognize the government response to organized labor.• Describe the philosophy of socialism.• Identify the scope and goals of the Industrial Workers of the World.
• Seeking a Better Way Beacon of Hope • The Immigrant Experience	SS12.2.1 SS12.2.4 W.9-10.10 W.11-12.10	Student will: <ul style="list-style-type: none">• Identify major immigrant groups and their patterns of settlement.• Distinguish between the first and second waves of immigration and the nation's response to each.• Explain the key push and pull factors that spurred immigration to the United States between 1820 and 1920.• Describe the experience of immigrants at major ports of entry.• Give examples of nativist responses to immigration and immigrants.• Describe common elements of assimilation for most immigrants.
Unit 8: Semester Review and Test		