

PLANNED COURSE
Social Studies
Wilkes-Barre Area School District

Academic Standard(s) For American History: 9 th Grade		
Unit 3 Title: Expansion, Cultural Reform, and Sectional Differences		Unit Length: 9 Weeks
Conceptual Lens: Prejudice, Conflict and Equality		
Content Standards	Area of Focus	Critical Content/ Key Skills / Assessments
<p>Civics and Government 5.1 9K 5.1 9M 5.2 9D 5.3 9E 5.3 9F 5.4 9A 5.4 9B 5.4 9C</p> <p>Economics 6.1 9A 6.1 9D 6.1 12D 6.2 9A 6.3 9C 6.4 9D 6.4 9 G 6.5 9E</p> <p>Geography 7.1 9B 7.1 12B 7.3 9A 7.3 9C 7.3 9E 7.4 9A</p> <p>History 8.1 9A 8.1 9B 8.1 9C 8.1 12A 8.1 12 B 8.1 12C 8.2 9A 8.2 9B</p>	<p>Chapters; Chapter 12 The Age of Jackson (1824-1840) Chapter 13 Manifest Destiny (1820-1860) Chapter 14 A New Spirit of Change (1820-1860) Chapter 15 Nation Breaking Apart (1820-1860)</p> <p>Government * Rise of the Whig Party President Jackson as a catalyst * Polices towards Native Americans pursued through the Jacksonian Era * Native American responses to government actions Accommodation Revitalization Resistance * The west broadens political power * Manifest Destiny</p> <p>*Events after the Compromise of 1850 and the Dred Scott decision: Cause of increasing sectionalism *Secession of southern states from the Union: Process and reasons *Election of 1860</p> <p>Economics * The Gold Rush * The growing differences between North and South based on economic development * “King Cotton” * Agricultural and industrial development</p>	<p>Students will know...</p> <ol style="list-style-type: none"> 1. The factory system developed in the northern states. 2. Sectional regions that developed in the U.S. had their own distinct characteristics. 3. Varied strategies were used by women reformers to promote their cause. 4. Cultural and economic conditions led to sectional conflict in the U.S. 5. There were varied reasons for territorial expansion in the United States between 1801 and 1861. 6. Key events, attitudes and economic reasons led to the secession of southern states <p>Key Skills</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.A.</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.B.</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.C.</p>

<p>8.2 9C 8.2 9D 8.2 12C 8.3 9A 8.3 9B 8.3 9C 8.3 9D 8.3 12C</p> <p>Assessment Anchors/Eligible Content</p> <p>R 11.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p>R 11.B.3 B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 11.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>History * “Trail of Tears” * Oregon Territory * The Independence of Texas * War with Mexico * Women reformers and Seneca Falls 1848 * Abolitionists movement Debates: Anti and Pro slavery ideologies * Compromise of 1850</p> <p>Culture * Reform movement centered on issues such as: public education, temperance, women’s suffrage, abolition * Transcendentalism and literature Impact of ideas concerning the individual, society, and nature * Regional lifestyles based on geography * Westward movement and its effect on American culture</p> <p>Geography *Similarities and differences of regions in the United States prior to secession *Demographic structure of the south before the Civil War</p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.10.D.</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.</p> <p>Write arguments focused on discipline-specific content. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts,</p>
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extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.9-10.C.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.9-10.D.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.E.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.F.

		<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.8.6.9-10.G.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. CC.8.6.9-10.H.</p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9.10.1</p>

