

PLANNED COURSE
United States History I – 9th Grade
Wilkes-Barre Area School District

Academic Standard(s) For United States History I (9th Grade)		
Unit 1 Title: Revolution and the New Nation		
Unit Length: 9 Weeks		
Conceptual Lens: Revolution and Conflict		
Content Standards	Area of Focus	Critical Content/ Key Skills / Assessments
<p>Civics and Government 5.1 9C 5.1 9E 5.1 9J 5.2 9C 5.2 9D 5.3 9C 5.3 9E 5.3 12B 5.4 9B 5.4 9C</p> <p>Economics 6.1 9D 6.2 9A 6.2 9J 6.3 9A 6.4 9C</p> <p>Geography 7.1 9B 7.1 12B 7.3 9A</p> <p>History 8.1 9A 8.1 9B 8.1 9C 8.1 9D 8.1 12A 8.1 12B 8.1 12C 8.1 12D 8.2 9A 8.2 9B 8.2 9C 8.2 9D</p>	<p>Chapters: Chapter 1: Colonizing America: Prehistory to 1754 Chapter 2: The American Revolution: 1754-1783 Chapter 3 Creating a Constitution: 1781-1789</p> <p>The Constitution Handbook: The Living Constitution</p> <p>Culture * Effects of the American Revolution on various social groups * Reasons for loyalty to the British by many white men and women, most African-Americans, and Native Americans</p> <p>Government * Declaration of Independence: Fundamental contradictions between the ideals in the Declaration and the realities of chattel slavery * Treaty of Paris <ul style="list-style-type: none"> ○ Terms of Agreement ○ Effects on U.S. relations with Native Americans and European powers holding North American territories * Accomplishments and failures of the Continental Congress * Articles of Confederation * Constitutional Convention: Alternative plans considered by</p>	<p>Students will know...</p> <ol style="list-style-type: none"> 1. Several factors created three distinct sections in colonial America. 2. Cultural and economic conditions led to the uniting of the American colonies. 3. The American Revolution had an effect on the various social, political, and economic groups in the colonies. 4. The successes and failures of the Articles of Confederation led to the creation of the Constitution. 5. Compromise and participation are important in the creation of a new form of government. <p>Key Skills</p> <ol style="list-style-type: none"> 1. Analyze and interpret historical sources (e.g., maps, graphs, tables, etc.). 2. Evaluate historical sources and documents. 3. Evaluate the historical interpretation of events. 4. Analyze chronological thinking. 5. Use research tools to locate information. <p>Assessments Teacher generated assignments Map Skills Teacher and/or text generated quizzes and tests</p>

<p>8.3 9A 8.3 9B 8.3 9C 8.3 9D</p> <p>Assessment Anchors/Eligible Content</p> <p>R 11.A.2</p> <p> 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</p> <p> 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</p> <p> E.1.1.1 E.1.1.2 E.1.1.3</p> <p>CC.8.6.9-10.F.</p> <p>CC.8.6.9-10.G.</p>	<p>delegates and the major compromises agreed upon to gain approval of the Constitution</p> <p>* Bill of Rights</p> <ul style="list-style-type: none"> ○ Arguments presented ○ Madison’s role in securing adoption <p>* Body of the Constitution</p> <p>* Five Principles of the Constitution</p> <p>Geography</p> <p>* Interpretation of historical maps</p> <p>* Impact of geography on the conflict between colonists and others * Impact of geography on colonial expansion</p> <p>Economy</p> <p>* Revolutionary War: Response by states and the Continental Congress * Dispute over western lands: issues and resolution</p> <p>History</p> <p>* French and Indian War</p> <p>* Causes and Results of the American Revolution</p> <p>*Political, ideological, religious, and economic origins of the American Revolution</p> <p>* Reason for the win against superior British Resource</p> <p>*Major Battles and events of the Revolutionary War</p> <p>Research Writing</p> <p>*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.</p> <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</p>	<p>Reader/writer responses</p> <p>Performance based worksheets</p> <p>Small/large group discussions</p> <p>Oral presentations</p> <p>District wide assessments</p> <p>Assignments</p> <ul style="list-style-type: none"> ● Use APA Format. ● Develop a clear & concise thesis statement and abstract paragraph ● Construct a structured outline (Intro-Support Topics-Conclusion) ● Compose an introduction with motivator, thesis, and preview of supporting topics ● Collect a minimum number of valid electronic sources
---	--	---

CC.8.6.9-10.H.	question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation *Draw evidence from informational texts to support analysis, reflection, and research.	(avoid blogs and social media sites) <ul style="list-style-type: none">• Format a References Page• Include a variety of effective citations (direct quotation, paraphrase, & summary)• Draw a reasonable conclusion
-----------------------	---	---