

**PLANNED COURSE**  
**United States History I – 9<sup>th</sup> Grade**  
**Wilkes-Barre Area School District**

<b>Academic Standard(s) For United States History I (9<sup>th</sup> Grade)</b>		
<b>Unit 2 Title: Federalism and Reform</b> <b>Unit Length: 9 Weeks</b>		
<b>Conceptual Lens: Growth and Reform</b>		
<b>Content Standards</b>	<b>Area of Focus</b>	<b>Critical Content/ Key Skills / Assessments</b>
<b>Civics and Government</b> 5.1 9L 5.3 9E 5.3 9F 5.4 9A 5.4 9B 5.4 9C  <b>Economics</b> 6.1 9D 6.1 12D 6.3 9C 6.3 9E 6.4 9D 6.5 9E 6.5 9F  <b>Geography</b> 7.1 9B 7.1 12B 7.3 9A 7.3 9C 7.3 9D 7.3 9E  <b>History</b> 8.1 9A 8.1 9B 8.1 9C 8.1 9D 8.1 12A	<b>Chapters:</b> <b>Chapter 4 Federalists and Republicans: 1789-1816</b> <b>Chapter 5 Growth and Division: 1816-1832</b> <b>Chapter 6 The Spirit of Reform: 1828-1845</b>  <b>Government</b> * First Government under the Constitution * Development of the American Two-Party System * Development of the Supreme Court under John Marshall * Political democracy after 1800 <ul style="list-style-type: none"> <li>○ Adult white males entitled to political participation</li> <li>○ Increasing popular participation in state and national politics</li> </ul> * Rise of the Whig Party <ul style="list-style-type: none"> <li>○ President Jackson as a catalyst</li> </ul> * Policies towards Native Americans pursued through the Jacksonian Era * Native American responses to government actions <ul style="list-style-type: none"> <li>○ Accommodation</li> <li>○ Revitalization</li> <li>○ Resistance</li> </ul>	<b>Students will know...</b> 1. Opposing views on the main economic and foreign policy led to a two-party system. 2. Sectional regions that developed in the U.S. had their own distinctive characteristics. 3. Cultural and economic conditions led to sectional conflict in the U.S. 4. There were varied reasons for territorial expansion in the United States between 1801 and 1861.  <b>Key Skills</b> 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.  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.  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>8.1 12B 8.1 12C 8.1 12D 8.2 9A 8.2 9B 8.2 9C 8.2 9D 8.3 9A 8.3 9B 8.3 9C 8.3 9D</p> <p><b>Assessment Anchors/Eligible Content</b></p> <p><b>R 11.A.2</b></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><b>R 11.B.3</b></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><b>M 11.E.1</b></p> <p>E.1.1.1 E.1.1.2 E.1.1.3</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>* Influence of the French Revolution on American politics</li> <li>* U. S. Territorial expansion between 1801 and 1861 <ul style="list-style-type: none"> <li>○ Acquisition of Louisiana</li> <li>○ Arguments by Democratic Republicans and Federalists</li> </ul> </li> <li>* War of 1812</li> <li>* Early foreign policy- neutrality and isolationism</li> <li>* Monroe Doctrine</li> <li>* Conflicts with Britain and Russia, 1815-1850: Diplomatic and political developments that led to resolution</li> <li>* Missouri Compromise 1820</li> <li>* Slavery, politics, and sectionalism</li> <li>* Party development and sectional differences</li> <li>* Impact of Tariff policy and States rights issues</li> <li>* “Trail of Tears”</li> <li>* Women reformers and Seneca Falls 1848</li> <li>* Abolitionists movement <ul style="list-style-type: none"> <li>○ Debates: Anti and Pro slavery ideologies</li> </ul> </li> <li>* Debates over slavery as a cause of rising sectionalism</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>* Effects of Hamilton’s economic policies</li> <li>* Jeffersonian Democracy</li> <li>* National and state policies regarding a protective tariff, a National Bank, and federally-funded internal improvements</li> <li>* Factory system <ul style="list-style-type: none"> <li>○ Perspectives of owners and workers</li> <li>○ Impact on the rise of the labor movement during the Antebellum period</li> </ul> </li> </ul> <p><b>Geography</b></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</p>
--	--	---

<p>* Antebellum immigration: Connection between industrialization and immigration</p> <p>* Westward movement</p> <p><b>Culture</b></p> <p>* Urbanization, immigration, and industrialization: Effects on the social fabric of the early 19th century cities</p> <p>* Transcendentalism and literature</p> <ul style="list-style-type: none"> <li>○ Impact of ideas concerning the individual, society, and nature</li> </ul> <p>* Growth of free African-American communities in the cities; rise of racial hostility</p> <p>* Antebellum immigration: Stimulus to ethnic and cultural conflict impeded the development of a national identity</p> <p>* Slavery after 1800</p> <ul style="list-style-type: none"> <li>○ Impact of the Revolution</li> <li>○ Ending of the Atlantic slave trade</li> <li>○ Use of religion and family by enslaved African-Americans to create a viable culture and assuage the effects of slavery</li> </ul> <p>* Settlement of the west: Cultural interactions of diverse groups in the trans-Mississippi region</p> <p><b>Research Writing</b></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 question; integrate information into the text selectively to maintain the flow of</p>	<p>sufficient facts, 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.</p> <p>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.</p> <p>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.</p> <p>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.</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>
---	---

