

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

Academic Standard(s) For United States History I (9th 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
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 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 Geography 7.1 9B 7.1 12B 7.3 9A 7.3 9C 7.3 9E 7.4 9A	Chapters: Chapter 11: Settling the West 1865-1890 Chapter 12: Industrialization 1865-1901 Chapter 13: Urban America 1865-1896 Government: The rise of Political Machines Party bosses Graft Economics: The rise of boomtowns Mining the west Dry farming of the west Industrialization Rise of Entrepreneurs Investors and land grants Immigrants/ Asian Immigration History: Dakota Sioux Uprising Sand Creek Massacre	Students will know... 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 Key Skills 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

<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 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 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 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 M 11.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>The last of Native American Wars Wounded Knee</p> <p>Culture Open range culture Americanization and the Dawes Act Skyscrapers and the growth of cities Tenements and industrial labor</p> <p>Geography The transcontinental Railroad</p> <p>Research Writing *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 ideas, avoiding plagiarism and following a standard format for citation</p> <p>*Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>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>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. •</p>
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