

# HS CP US History I

## Huntingdon Area School District

UNITS (10/10 SELECTED)

SUGGESTED DURATION

 Unit 1: American Revolution	<i>5 lessons</i>
 Unit 2: Creating the United States of America	<i>1 lesson</i>
 Unit 3: Expansion of the United States	<i>1 lesson</i>
 Unit 4: A New National Identity	<i>1 lesson</i>
 Unit 5: Industrial Growth in the North	<i>1 lesson</i>
 Unit 6: Agricultural Changes in the South	<i>1 lesson</i>
 Unit 7: Reform Movements in the United States	<i>1 lesson</i>
 Unit 8: Westward Expansion and Manifest Destiny	<i>1 lesson</i>
 Unit 9: Civil War Era	<i>1 lesson</i>
 Unit 10: Reconstruction Era	<i>1 lesson</i>

# Unit 1: American Revolution

## HS CP US History I

### UNIT OVERVIEW

This unit begins with the French and Indian War before diving into lessons on the causes of the Revolutionary War, Boston Massacre, Patriots and Loyalists, Declaration of Independence, and the Founding Fathers. Upon completing this unit, students will understand all the key events that connect these subtopics in US History.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.B

### BIG IDEAS

#### Big Ideas

- **Beginning of the Revolution**
- **Declaring Independence (Declaration of Independence)**
- **Causes and Effects of Major Battles**
- **British surrender**

### ESSENTIAL QUESTIONS

#### Essential Questions

- What causes the beginning of the American Revolution?
- What events led to the signing and writing of the Declaration of Independence?
- What were the major battles and outcomes during the American Revolution?
- What events led to the British surrender at the end of the American Revolution?

# Unit 1: American Revolution

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
how the American Revolution began.	describe the beginning of the American Revolution
the reasons for the Declaration of Independence and who was the primary author.	identify key language in the Declaration of Independence and identify the primary author.
the major battles and outcomes of the battles during the American Revolution.	recognize the important battles and the cause and effects of those battles.
why Great Britain eventually lost the American Revolution.	explain in their own words why Great Britain surrendered to end the American Revolution.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
American Revolutionary vocabulary.	formative	review vocabulary at the beginning and ending of each section in the textbook.
Declaration of Independence Poster	project based	rewrite the opening paragraph of the Declaration of Independence in their own words.
American Revolutionary test	summative	students will successfully complete an assessment demonstrating knowledge of the American Revolution.

## Unit 2: Creating the United States of America

### HS CP US History I

#### UNIT OVERVIEW

- This unit covers the Articles of Confederation, the Constitutional Convention, and ratification of the U.S. Constitution. This unit also covers the key people who played a part in creating the United States of America. Upon completing this unit, students will understand all the key events that connect these subtopics in US History.

#### STANDARDS/EXPECTATIONS

##### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.B

8.1.12.C

8.2

#### BIG IDEAS

##### Big Ideas

- **Laying the Foundations of Government**
- **The Articles of Confederation**
- **The Constitution**
- **Ratification of the Constitution**

#### ESSENTIAL QUESTIONS

##### Essential Questions

- What ideas and documents shaped American beliefs about government
- How did state constitutions contribute to the development of representative government.
- What were the economic problems that arose under the Articles of Confederation
- What were some of the main issues debated and compromises that were reached at the Constitutional Convention.
- Why did some people want a Bill of Rights and how was it added to the Constitution.

## Unit 2: Creating the United States of America

### HS CP US History I

#### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . .</b>	<b>Students can do . . . . . (Acquired Skill)</b>
How ideas and documents shaped American beliefs about government.	Describe ideas and documents that shaped American beliefs about government.
How state constitutions contributed to the development of representative governments.	Evaluate how state constitutions contributed to the development of representative government.
How economic problems that arose under the Articles of Confederation.	Discuss how economic problems arose under the Articles of Confederation.
Some of the main issues debated and compromises that were reached at the Constitutional Convention.	<div style="border: 1px solid black; padding: 5px;">                     Discuss some of the main issues debated and compromises that were reached at the Constitutional Convention.                 </div>
For what reasons some people wanted a bill of rights why it was added to the Constitution.	Explain the reasons some people wanted a bill of rights why it was added to the Constitution.

#### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Citizenship Activity	formative	U.S. citizenship quiz
Constitution Activity	diagnostic	Re write the preamble of the Constitution in their own words.
Reading SQ3R	summative	Reading strategy for comprehension

# Unit 3: Expansion of the United States

## HS CP US History I

### UNIT OVERVIEW

The Expansion of the United States will begin with the development of political parties and end with the War of 1812. We will cover the influence of new political parties, how the United States acquired a vast amount of territory through the Louisiana Purchase, and disputes with Great Britain that led to the outbreak of the War of 1812.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.A

8.1.12.B

8.3

8.3.12.A

8.3.12.B

### BIG IDEAS

#### Big Ideas

- **Rise of Political Parties**
- **The Louisiana Purchase**
- **Westward Expansion**
- **War of 1812**

### ESSENTIAL QUESTIONS

#### Essential Questions

- How did political parties form and what role did they play in the presidential election of 1796?
- What were the Republican policies introduced by Thomas Jefferson and Federalist policies that he accepted?
- Why is Marbury v. Madison an important Supreme Court case?
- What were the accomplishments of the the Lewis and Clark Expedition?
- Why did the United States declare war on Great Britain and how did the war come to an end?

# Unit 3: Expansion of the United States

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
How political parties formed and the role they played in the Presidential Election of 1796?	Describe how political parties formed and the role they played in the Presidential Election of 1796?
The Republican policies that Thomas Jefferson introduced the Federalist policies that Jefferson accepted.	Explain the Republican policies that Thomas Jefferson introduced the Federalist policies that Jefferson accepted.
Understand the importance of the Supreme Court case Marbury v. Madison.	Describe the significance of Marbury v. Madison.
The accomplishments of the Lewis and Clark Expedition.	List the accomplishments of the Lewis and Clark Expedition.
Know why the U.S. declared war on Great Britain.	Identify the reasons for the U.S. declaring war on Great Britain.

# Unit 3: Expansion of the United States

## HS CP US History I

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Hamilton v. Jefferson chart	formative	Read short biographies of Hamilton and Jefferson identify differences using a T chart.
Lewis and Clark webquest	project based	Research and follow along the path of the Corps of Discovery using internet resources.
Reading SQ3R	Summative	Reading strategy

# Unit 4: A New National Identity

## HS CP US History I

### UNIT OVERVIEW

This unit will cover the rise of nationalism in the United States after the War of 1812 and will cover expansion in the United States, growth of democracy in the United States, and the removal of Native Americans from their homeland.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.B

8.3

8.3.12.A

8.3.12.B

### BIG IDEAS

#### Big Ideas

- **Monroe Doctrine**
- **New Types of Transportation**
- **Jacksonian Democracy**
- **Relationship with Native Americans**

### ESSENTIAL QUESTIONS

#### Essential Questions

- What were President Monroe's reasons for issuing the Monroe Doctrine?
- How did improvements in transportation affect the United States?
- How was Jacksonian Democracy a sign of change in American politics?
- How were Native Americans affected by the removal of their lands?

# Unit 4: A New National Identity

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
President Monroe's reasons for issuing the Monroe Doctrine	Describe the important parts of the Monroe Doctrine.
Affect of improvements in transportation	Explain how new types of transportation affected travel.
The impact Andrew Jackson had on democracy in the United States.	Explain why more common people were now involved in politics.
How Native Americans were affected by the removal from their lands.	List the ways in which Native Americans were negatively impacted by westward expansion.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Transportation Newspaper Article	formative	Students will write a short article about a new type of transportation.
Andrew Jackson Fight Card Advertisement.	project based	Students will illustrate a fight poster between Andrew Jackson and one of his enemies.
SQ3R Reading Strategy	summative	Reading strategy

# Unit 5: Industrial Growth in the North

## HS CP US History I

### UNIT OVERVIEW

This unit will cover the Industrial Revolution, Changes in Working Life, the Transportation Revolution, and Technological Advances from the First Industrial Revolution.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.A

8.1.12.B

8.2.12.C

8.3.12.B

### BIG IDEAS

#### Big Ideas

- **Eli Whitney and the Cotton Gin**
- **Factory Life In the United States**
- **Transportation Life Changes in United States**
- **Benefits of the Advancement of Railroad**

### ESSENTIAL QUESTIONS

#### Essential Questions

- How did Eli Whitney's ideas benefit manufacturing?
- In what ways did the introduction of factories influence the daily life of workers in the northeastern United States?
- How did the Transportation Revolution change the life of the United States?
- How did the growth of the Railroads benefit the nation?
- How did the new developments benefits factory and farm work?

# Unit 5: Industrial Growth in the North

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
cause and effect of the cotton gin on the growth of cotton.	describe the impact of the cotton gin on the growth of slavery in the South.
impact of the Transportation Revolution on the growth of the United States.	list the inventions that directly impacted the Transportation Revolution.
how factories changed the way people lived.	describe the growth of urban population versus the rural population.
understand the benefits of the developments and inventions in factories and agriculture.	create a graphic organizer detailing benefits gained in factories and agriculture.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Transportation Poster	project based	Students will create a poster using a rubric detailing the importance of an invention during the Transportation Revolution.
SQ3R	summative	Reading Strategy

# Unit 6: Agricultural Changes in the South

HS CP US History I

## UNIT OVERVIEW

This unit covers the growth of cotton, its impact on the Southern society and economy, and the slave system.

## STANDARDS/EXPECTATIONS

Pennsylvania - Grade 12 - History

8

8.1

8.1.12.A

8.1.12.B

8.3

8.3.12.A

## BIG IDEAS

### Big Ideas

- **Effects of the Cotton Boom on Slavery**
- **Crops important to the South**
- **Daily of people in the South including, yeoman, plantation owners, free African Americans and slaves.**

## ESSENTIAL QUESTIONS

### Essential Questions

- What were the effects of the cotton boom on the South's economy?
- What crops other than cotton were important to the southern economy?
- What was life like for southern planters and owners of small farms?
- What challenges did free African Americans face in the South?
- How did slaves use family, religion, and other aspects of their culture to help them cope with the slave system?

# Unit 6: Agricultural Changes in the South

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
the effects of the cotton boom on the south's economy.	describe the effects of cotton on the south's economy.
the difference between yeoman farmers and plantation owners	create a graphic organizer describing the differences between yeoman farmers and plantation owners
challenges faced by free African Americans in the South	identify and describe the background story of a free African American in the south
how slaves used family and religion to cope with the daily life of slavery	discuss the ways slaves used family and religion to cope with the daily life of slavery

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
SQ3R	summative	Reading strategy for comprehension
Research Life of Free African Americans	project based	class discussion based on research for the life of a Free Americans
Unit Test	summative	students will complete a test to show understanding of Agricultural changes in the South

# Unit 7: Reform Movements in the United States

## HS CP US History I

### UNIT OVERVIEW

This unit will discuss major movements in the United States including the Great Awakening, movements to improve society, the abolitionists movement, and the women's rights movement.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1.12.A

8.1.12.B

8.2

8.2.12.A

8.3.12.A

8.3

### BIG IDEAS

#### Big Ideas

- **A religious movement known as the Great Awakening greatly affected many Americans**
- **The Temperance Movement began in American society**
- **The beginning of the Women's Rights Movement started in the era of history.**
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### ESSENTIAL QUESTIONS

#### Essential Questions

- How did religion affect Americans during the Second Great Awakening?
- What caused U.S. cities to grow and how did this growth benefit cities and what problems were created?
- Why did Reformers start the Temperance Movement?
- In what ways did abolitionists spread the movement's message?
- What were some of the goal's of the Women's Rights movement?

# Unit 7: Reform Movements in the United States

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
The impact of the Great Awakening on the United States.	describe how the Great Awakening began in the United States
what caused U.S. cities to grow and the impact it had on those cities.	recognize the positive and negative components of the growth of U.S. cities.
the impact and leaders of the Temperance, Abolitionist, and Women's Rights Movement.	identify leaders and impact of leaders of movements covered in this unit

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Section Quizzes	formative	Open Book Section Quizzes to help students read the textbook.
Unit Test	Summative	students will complete a test to show understanding of The Reform Movements in the United States unit.
Biography	project based	Students will write a biography of one key person from the unit that they will share with the class.

# Unit 8: Westward Expansion and Manifest Destiny

## HS CP US History I

### UNIT OVERVIEW

This unit will cover westward expansion of the United States in which the Republic of Texas, the Oregon Territory, and reasons for Americans traveling to California will be covered.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1

8.1.12.A

8.1.12.C

8.3

8.3.12.A

### BIG IDEAS

#### Big Ideas

- **Impact of the Mexican war**
- **Importance of Texas to the United States**
- **Realities of traveling the Oregon Trail**
- **Reasons Americans traveled to California in the early to mid 1800's**
- 

### ESSENTIAL QUESTIONS

#### Essential Questions

- How did the Mexican war for independence affect California and Texas?
- Why did many U.S. settlers in Texas rebel against the government?
- What drew new immigrants to Texas?
- What was life like on the Oregon Trail?
- What were the reasons Americans started traveling to California in the 1800's?

# Unit 8: Westward Expansion and Manifest Destiny

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . . (Acquired Skill)</b>
the impact of the Mexican War on the United States.	describe the reasons the United States wanted war with Mexico.
the importance of Texas to the United States.	list the main reasons for gaining Texas and identify the key people and events of the Texas Revolution.
the harsh conditions of the Oregon Trail.	create a poster with a timeline of the approximate time it took to travel the Oregon Trail including the dangers that settlers encountered along the way.
the reasons many people traveled to California.	write a brief essay on the discovery of gold in California.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Section Quizzes	formative	Open Book Section Quizzes to help students read the textbook.
Unit Test	summative	Students will complete a test to show understanding of The Reform Movements in the United States unit.
Poster	project-based	Students will create a poster with a timeline of the Oregon Trail.

# Unit 9: Civil War Era

## HS CP US History I

### UNIT OVERVIEW

This unit will cover the major events leading up to the Civil War and the major conflicts and leaders during the Civil War.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

- 8
- 8.1
- 8.1.12.A
- 8.1.12.B
- 8.1.12.C
- 8.2.12.A
- 8.2.12.B
- 8.2.12.D
- 8.3
- 8.3.12.A
- 8.3.12.B
- 8.3.12.C
- 8.3.12.D

### BIG IDEAS

#### Big Ideas

- **Growing divide between slave state and free states**
- **Main issues that led to Civil War**
- **Strategies of the Union and the Confederacy at the beginning of the Civil War**
- **Key battles of the Civil War including the Battle of Gettysburg and turning the tide of the war**
- **Events leading to the end of the Civil War**

### ESSENTIAL QUESTIONS

#### Essential Questions

- Why was the Fugitive Slave Act controversial in the North?
- What events showed the growing division over slavery in the United States?
- Why did Dred Scott sue for his freedom and how did the Supreme Court rule on his case?
- What were the main reasons why some southern states decided to leave the Union?
- What were the strategies of the Union and the Confederacy at the beginning of the Civil War?
- Why was the Battle of Gettysburg important?
- How and why did the Civil War come to an end?

# Unit 9: Civil War Era

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
the significance of the Fugitive Slave Act	analyze why the Fugitive Slave Act was controversial in the North.
the events that increased tension between the North and the South	list and describe the key events leading up to the Civil War.
why Dred Scott sued for his freedom.	describe the outcome of the Dred Scott Supreme Court cases.
the main reasons for the Southern states to secede	list and describe the main reasons for Southern secession
the strategies of the North and the South at the beginning of the Civil War.	analyze the strategies of the North and the South at the beginning of the Civil War.
the significance of the Battle of Gettysburg	discuss the reasons why the Battle of Gettysburg was significant.
the events leading up to the end of the Civil War.	explain the main events that led to the end of the Civil War.

# Unit 9: Civil War Era

## HS CP US History I

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Section Quizzes	formative	Open Book Section Quizzes to help students read the textbook.
Unit Test	summative	Students will complete a test to show understanding of The Civil War Era of the United States unit.
Battle Mural	project based	Students will create a mural depicting the scene and outcome of an assigned battle from the Civil War.

# Unit 10: Reconstruction Era

## HS CP US History I

### UNIT OVERVIEW

This unit will discuss the impact of the Civil War on the South's economy and way of life. It will also cover how former Confederate states were admitted back into the Union.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - History

8

8.1.12.B

8.3

8.3.12.A

8.3.12.C

8.3.12.D

### BIG IDEAS

#### Big Ideas

- **Affect the end of the Civil War had on African Americans.**
- **The differing views of Abraham Lincoln, Congress, and Andrew Johnson.**
- **Black Codes and the restrictions they put on African Americans freedoms?**
- **Reconstruction Governments reform programs?**
- **Factors that led to the end of Reconstruction?**

### ESSENTIAL QUESTIONS

#### Essential Questions

- What effect did the end of the Civil War have on African America in the South?
- How did the views of Abraham Lincoln, Andrew Johnson, and Congress differ on Reconstruction?
- How did Black Codes restrict African Americans' freedoms?
- How did Reconstruction governments carry out reform?
- What factors led to the end of Reconstruction?

# Unit 10: Reconstruction Era

## HS CP US History I

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
the effects the end of the Civil War had on former slaves in the South.	Describe the new conditions that newly freed African Americans now had to learn to adapt to.
the differing views of Lincoln, Johnson, and Congress on Reconstruction.	Identify the differences on Reconstruction between Johnson, Lincoln, and Congress.
how Black codes restricted the freedom of African Americans.	List specific Black Codes designed to limit the freedoms of African Americans.
how Reconstruction governments carried out reform.	Evaluate the different methods used by different states in enacting Reconstruction reforms.
the factors that led to the end of Reconstruction.	Describe the events that led to the end of the Reconstruction Era in the United States.

# Unit 10: Reconstruction Era

## HS CP US History I

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Section quizzes and Guided Reading	formative	Section quizzes and guided reading activities to help students read the textbook.
Unit Test	summative	Students will complete a test to show understanding of The Reconstruction Era of the United States unit.
Reconstruction Plan Chart	project based	Students will design a chart comparing and contrasting the different and similarities of the Reconstruction Plan put forth by Abraham Lincoln, Andrew Johnson, and Congress.