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# **US History I 1790 - 1917**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



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Curriculum Guide

**US History I 1790 - 1917**

**Prerequisite:**

- None

US History I 1790-1917, focuses on the time period of United States History from the year 1790 to the year 1917. Topics covered include: The Origins of American Politics, Western Expansion, The Civil War, Reconstruction, Growth of American Industry, Imperialism, Progressivism and a brief Introduction to World War I.

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Year-at-a-glance

<b>Subject: US History I 1790-1917</b>	<b>Grade Level: 9th</b>	<b>Date Completed:1-17-17</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
<p><b>George Washington (1789-1797)</b></p> <ul style="list-style-type: none"> <li>• Hamilton’s Plan</li> <li>• Foreign Policy</li> <li>• Political Parties Develop</li> </ul> <p><b>John Adams (1797-1801)</b></p> <ul style="list-style-type: none"> <li>• XYZ Affair</li> <li>• Alien and Sedition Act</li> <li>• Virginia and Kentucky Resolutions</li> </ul> <p><b>Thomas Jefferson (1801-1809)</b></p> <ul style="list-style-type: none"> <li>• Reduction of Government</li> <li>• Jefferson and the Courts</li> <li>• Western Expansion</li> <li>• Tension with Europe</li> </ul> <p><b>James Madison (1809-1817)</b></p> <ul style="list-style-type: none"> <li>• War of 1812</li> </ul>	<p><b>Approved text book</b>  <b>Lesson/Unit Plan</b>  <b>Instructional Content</b>  <b>Educational Resources</b>  <b>Assessment</b>  <b>Videos</b>  <b>Web-Based Content</b></p>	<p><b>CC.8.5.9-10.B.</b>  <b>CC.8.5.9-10.C.</b>  <b>CC.8.5.9-10.D.</b>  <b>CC.8.5.9-10.J.</b>  <b>CC.8.6.9-10.B.</b>  <b>CC.8.6.9-10.C.</b>  <b>CC.8.6.9-10.H.</b></p>
<p><b>James Monroe-John Quincy Adams (1817-1829)</b>  <b>Era of Good Feeling</b></p> <ul style="list-style-type: none"> <li>• Monroe’s Doctrine</li> <li>• Missouri Compromise</li> <li>• Corrupt Bargain</li> <li>• New Political Parties</li> <li>• Industrial Revolution</li> </ul>	<p><b>Approved text book</b>  <b>Lesson/Unit Plan</b>  <b>Instructional Content</b>  <b>Educational Resources</b>  <b>Assessment</b>  <b>Videos</b>  <b>Web-Based Content</b></p>	<p><b>CC.8.5.9-10.B.</b>  <b>CC.8.5.9-10.D.</b>  <b>CC.8.5.9-10.H.</b>  <b>CC.8.5.9-10.J.</b>  <b>CC.8.6.9-10.B.</b>  <b>CC.8.6.9-10.C.</b>  <b>CC.8.6.9-10.H.</b></p>

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<b>Andrew Jackson (1829-1837)</b> <ul style="list-style-type: none"><li>• Spoils System</li><li>• Tariff Crisis</li><li>• Trail of Tears</li><li>• Bank War</li></ul>	<b>Approved text book</b> <b>Lesson/Unit Plan</b> <b>Instructional Content</b> <b>Educational Resources</b> <b>Assessment</b> <b>Videos</b> <b>Web-Based Content</b>	<b>CC.8.5.9-10.B.</b> <b>CC.8.5.9-10.C.</b> <b>CC.8.5.9-10.D.</b> <b>CC.8.5.9-10.H.</b> <b>CC.8.5.9-10.J.</b> <b>CC.8.6.9-10.B.</b> <b>CC.8.6.9-10.C.</b> <b>CC.8.6.9-10.H.</b>
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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<b>Martin-Van Buren – Zachary Taylor (1837-1850)</b> <ul style="list-style-type: none"> <li>• The Texas War For Independence</li> <li>• The Mexican War</li> <li>• Oregon Trail</li> <li>• Gold Rush</li> </ul>	<b>Approved text book</b> <b>Lesson/Unit Plan</b> <b>Instructional Content</b> <b>Educational Resources</b> <b>Assessment</b> <b>Videos</b> <b>Web-Based Content</b>	<b>CC.8.5.9-10.B.</b> <b>CC.8.5.9-10.C.</b> <b>CC.8.5.9-10.D.</b> <b>CC.8.5.9-10.H.</b> <b>CC.8.5.9-10.J.</b> <b>CC.8.6.9-10.B.</b> <b>CC.8.6.9-10.C.</b>
<b>Slavery and Reforms of the 1800s</b> <ul style="list-style-type: none"> <li>• Transcendentalism</li> <li>• Temperance</li> <li>• Abolitionists</li> <li>• Women’s Rights</li> </ul>	<b>Approved text book</b> <b>Lesson/Unit Plan</b> <b>Instructional Content</b> <b>Educational Resources</b> <b>Assessment</b> <b>Videos</b> <b>Web-Based Content</b>	<b>CC.8.5.9-10.B.</b> <b>CC.8.5.9-10.C.</b> <b>CC.8.5.9-10.D.</b> <b>CC.8.5.9-10.H.</b> <b>CC.8.5.9-10.J.</b> <b>CC.8.6.9-10.B.</b> <b>CC.8.6.9-10.C.</b> <b>CC.8.6.9-10.H.</b>

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<p><b>Millard Fillmore-James Buchanan (1850-1861)</b>  <b>The Causes of the Civil war</b></p> <ul style="list-style-type: none"> <li>• Differences between the North and the South</li> <li>• Compromise of 1850</li> <li>• Popular Sovereignty</li> <li>• Dred Scott</li> <li>• Lincoln’s Election</li> <li>• Fort Sumter</li> </ul>	<p><b>Approved text book</b>  <b>Lesson/Unit Plan</b>  <b>Instructional Content</b>  <b>Educational Resources</b>  <b>Assessment</b>  <b>Videos</b>  <b>Web-Based Content</b></p>	<p><b>CC.8.5.9-10.B.</b>  <b>CC.8.5.9-10.C.</b>  <b>CC.8.5.9-10.D.</b>  <b>CC.8.5.9-10.H.</b>  <b>CC.8.5.9-10.J.</b>  <b>CC.8.6.9-10.B.</b>  <b>CC.8.6.9-10.C.</b>  <b>CC.8.6.9-10.H.</b></p>
<p><b>Abraham Lincoln (1861-1865)</b>  <b>The Civil War</b></p> <ul style="list-style-type: none"> <li>• Battles</li> <li>• Economics</li> <li>• Politics</li> <li>• Daily life/Society</li> <li>• Effects/Results</li> </ul>	<p><b>Approved text book</b>  <b>Lesson/Unit Plan</b>  <b>Instructional Content</b>  <b>Educational Resources</b>  <b>Assessment</b>  <b>Videos</b>  <b>Web-Based Content</b></p>	<p><b>CC.8.5.9-10.B.</b>  <b>CC.8.5.9-10.C.</b>  <b>CC.8.5.9-10.D.</b>  <b>CC.8.5.9-10.H.</b>  <b>CC.8.5.9-10.J.</b>  <b>CC.8.6.9-10.B.</b>  <b>CC.8.6.9-10.C.</b>  <b>CC.8.6.9-10.H.</b></p>

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
<b>Andrew Johnson – Ulysses S. Grant ( 1865-1877)</b> <b>Reconstruction</b> <ul style="list-style-type: none"> <li>• Presidential/Congressional</li> <li>• Changes in Southern Society</li> <li>• Successes and Failures</li> </ul>	Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content	CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.
<b>Rutherford B Hayes-William McKinley ( 1877-1901)</b> <b>The Gilded Age</b> <ul style="list-style-type: none"> <li>• The Expansion of American Industry</li> <li>• Technological Advances</li> <li>• Growth of Big Business</li> <li>• Workers/Unions</li> <li>• Politics, Immigration and Urban Life</li> <li>• Western Expansion</li> </ul>	Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content	CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H. CC.8.6.9-10.E.

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
<b>Theodore Roosevelt- Woodrow Wilson ( 1901-1917)</b> <b>Diplomacy</b> <b>New Imperialism</b> <ul style="list-style-type: none"> <li>• U.S. Expansionism</li> <li>• Spanish American War</li> <li>• Big Stick Diplomacy</li> <li>• Anti-Imperialism</li> <li>• Taft/Wilson</li> </ul>	Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content	CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H
<b>Progressivism</b> <ul style="list-style-type: none"> <li>• Reform Organizations</li> <li>• Legislation</li> <li>• Women’s Suffrage</li> </ul>	Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content	CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H
<b>World War I ( 1914) Introduction only</b> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Isolationism</li> </ul> <b>Reason’s for U.S. involvement</b>	Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content	CC.8.5.9-10.B. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.H
<b>Review and Final Exam</b>		



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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>George Washington (1789-1797)</b></p> <ul style="list-style-type: none"> <li>• Hamilton Plan</li> <li>• Foreign Policy</li> <li>• Political Parties Develop</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p>Analyze Alexander Hamilton’s plan to pay off the nation’s debt.</p> <p>Identify Washington’s policy of neutrality and discuss the effects it has in our relationship with Britain and France</p> <p>Compare and Contrast the Democratic Republicans and the Federalists parties</p>	<p><i>Excerpts from Washington’s Farewell Address -George Washington</i></p> <p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
<p><b>John Adams (1797-1801)</b></p> <ul style="list-style-type: none"> <li>• XYZ Affair</li> <li>• Alien and Sedition Act</li> <li>• Virginia and Kentucky Resolutions</li> </ul>	<p>CC.8.5.9-10.B.. CC.8.5.9-10.D. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p>Explain the Causes and Effects of the XYZ affair.</p> <p>Discuss the Alien and Sedition Acts, as well as the public response to them and how they lead to the demise of John Adams’ presidency.</p>	<p><i>Excerpts from Letter on Thomas Jefferson -John Adams</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>

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<p><b>Thomas Jefferson (1801-1809)</b></p> <ul style="list-style-type: none"> <li>• Reduction of Government</li> <li>• Jefferson and the Courts</li> <li>• Western Expansion</li> <li>• Tension with Europe</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.J. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p>Discuss impact of election of 1800 and creation of the 12<sup>th</sup> Amendment.</p> <p>Explain Jefferson’s strong belief in limited government and his attempt to reduce the government upon taking office.</p> <p>Discuss Marbury v Madison and its importance to the power of the Supreme Court.</p> <p>Identify the events before, during, and after the Louisiana purchase. Discuss how these events are a complete violation of Jefferson’s belief in limited government.</p> <p>Describe Jefferson’s Action’s with the Embargo of 1807. How did it change the people’s view of him?</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p><b>James Madison (1809-1817)</b></p> <ul style="list-style-type: none"> <li>• War of 1812</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.H.</p>	<p>Discuss the causes of the war of 1812, as well as the pros and cons of going to war.</p> <p>Identify the War Hawks</p> <p>Discuss the Battle of Lake Erie, the burning of Washington D.C., The Battle of Ft McHenry, The Star Spangled Banner and the Battle of New Orleans.</p> <p>Explain the effects of the War. What was gained?</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
<p><b>James Monroe- John Quincy Adams (1817-1829)</b></p> <p>Era of Good Feeling</p> <ul style="list-style-type: none"> <li>• Monroe’s Doctrine</li> <li>• Missouri Compromise</li> <li>• Corrupt Bargain</li> <li>• New Political Parties</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p>Discuss the use of “The Era of Good Feelings” as a description for James Monroe’s Presidency.</p> <p>Identify the Monroe Doctrine and its impact on Foreign policy.</p> <p>Discuss the events that lead up to the Missouri Compromise. Identify issues that may arise from it.</p> <p>Analyze the Election of 1824. Discuss what went wrong and why it was labeled a “corrupt bargain”</p> <p>Contrast the National Republicans With the Jacksonian-Democrats</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>

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<p><b>Industrial Revolution</b></p>	<p>CC.8.5.9-10.B. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p><b>Define the Terms Industry and Manufacturing.</b></p> <p><b>Identify Sam Slater and the father of the Industrial Revolution in the U.S.</b></p> <p><b>Discuss the Industrial Revolution’s impact on transportation, communication, urban life, slavery and the relationship between the North and the South.</b></p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>
<p><b>Andrew Jackson (1829-1837)</b></p> <ul style="list-style-type: none"> <li>• Spoils System</li> <li>• Tariff Crisis</li> <li>• Trail of Tears</li> <li>• Bank War</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p><b>Identify Andrew Jackson’s personality traits as well as his views on government and the spoils system.</b></p> <p><b>Discuss the Tariff Crisis, Andrew Jackson’s response to it and how the events can be used to predict issues in the future.(state sovereignty)</b></p> <p><b>Explain Andrew Jackson’s treatment of Native American including the Indian Removal Act, Worcester v. Georgia and the Trail of Tears.</b></p> <p><b>Analyze why Andrew Jackson was against a National Bank. Discuss the steps he took to destroy it.</b></p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>



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<ul style="list-style-type: none"> <li>• The Mormon Migration</li>   <li>• Gold Rush</li> </ul>		<p>Discuss the founding of the Mormon religion and their settlement in Salt Lake City.</p> <p>Explain the Discovery of gold in California and how it changed the Western landscape.</p>			
<p>Slavery and Reforms of the 1800s</p> <ul style="list-style-type: none"> <li>• Transcendentalism</li>   <li>• Temperance</li>   <li>• Abolitionists</li>   <li>• Women’s Rights</li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H.</p>	<p>Identify Henry David Thoreau and Ralph Waldo Emerson and discuss their anti-industrialization stance.</p> <p>Explain the Temperance movement. Discuss key leaders and ideology behind the movement itself.</p> <p>Identify Key Abolitionists as well as their contributions to the movement.</p> <p>Explain the events that took place at the Seneca Falls convention. Identify key leaders in the women’s rights movement.</p>	<p><i>Excerpts from Walden</i> -Henry David Thoreau</p> <p><i>Excerpts from Society and Solitude</i> -Ralph Waldo Emerson</p> <p><i>Excerpts from What to the Slave is the 4<sup>th</sup> of July?</i> -Frederick Douglass</p> <p><i>Excerpts from Harriet Tubman: Conductor of the Underground Railroad</i> -Ann Petry</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>







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<p><b>Abraham Lincoln (1861-1865)</b> <b>The Civil War continued.....</b></p>		<p><b>Analyze Abraham Lincoln’s relationship with General George McClellan.</b></p> <p><b>Identify and explain the battle of Antietam.</b></p> <p><b>Discuss Civil War medicine and disease and the toll it took on both armies.</b></p> <p><b>Identify the political and economic problems of both the North and the South during the Civil war.</b></p> <p><b>Examine the emancipation Proclamation.</b></p> <p><b>Discuss African American Involvement in the Civil war.</b></p> <p><b>Identify and explain the Battles of Fredericksburg, Chancellorsville and Vicksburg.</b></p> <p><b>Analyze the Battle of Gettysburg</b></p> <p><b>Examine Civil War Prisoner of War camps .</b></p> <p><b>Identify the change in strategy towards the end of the war.</b></p>	<p><b>Approved text book</b></p> <p><b>Lesson/Unit Plan</b></p> <p><b>Instructional Content</b></p> <p><b>Educational Resources</b></p> <p><b>Assessment</b></p> <p><b>Videos</b></p> <p><b>Web-Based Content</b></p> <p><i>Excerpts from The Killer Angels -Michael Shaara</i></p> <p><i>Excerpts from Black Blue and Gray: African Americans in the Civil war -Jim Haskins</i></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	
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<p><b>Abraham Lincoln (1861-1865)</b> <b>The Civil War continued.....</b></p>		<p><b>Describe Sherman’s march to the sea as well as Robert E. Lee’s surrender at Appomattox.</b></p> <p><b>Describe and discuss the events of Abraham Lincoln’s assassination.</b></p>	<p><i>Excerpts from Abraham Lincoln’s Second Inaugural Address -Abraham Lincoln</i></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	
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<p><b>Western Expansion</b></p>		<p><b>Identify Reasons for Western Migration.</b></p> <p><b>Discuss changes in Federal Indian policy in the early 1900s.</b></p> <p><b>Analyze the mining, ranching and farming economies of the west.</b></p> <p><b>Define the term populism. Discuss the Populists' key goals and their legacy.</b></p>	<p><i>Excerpts from Bury My Heart at Wounded Knee: An Indian History of the American West</i> -Dee Brown</p> <p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<ul style="list-style-type: none"> <li>• <b>Foreign Policy</b></li> </ul>		<p>Discuss Howard Taft’s “Dollar Diplomacy” and Woodrow Wilson’s “Moral Diplomacy” and how they differed from Roosevelt’s foreign policy.</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
<p><b>Progressive Era</b></p> <ul style="list-style-type: none"> <li>• <b>Reform Organizations</b></li> <li>• <b>Legislation</b></li> </ul>		<p>Identify the key goals of Progressivism.</p> <p>Define the term muckraker.</p> <p>Discuss how Progressive writers helped inspire reform.</p> <p>Analyze why progressive reforms were often met with resistance.</p> <p>Describe how Progressives wished to expand the role of government.</p> <p>Identify the Municipal and state reforms achieved by Progressives.</p> <p>Compare and Contrast the Progressive Policies of T. Roosevelt, W. H. Taft and Woodrow Wilson.</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p><b>10 days</b></p>

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<p><b>Progressive Era continued....</b></p> <ul style="list-style-type: none"> <li>• <b>Women’s Suffrage</b></li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.C. CC.8.5.9-10.D. CC.8.5.9-10.H. CC.8.6.9-10.B. CC.8.6.9-10.C. CC.8.6.9-10.H</p>	<p><b>Identify the key leaders in the women’s suffrage movement.</b></p> <p><b>Discover the two main strategies that were pursued by the suffrage leaders.</b></p> <p><b>Discuss the status of the suffrage movement at the turn of the century.</b></p> <p><b>Analyze how a new generation of leaders was needed to help push the suffrage movement along.</b></p> <p><b>Identify the factors that led to the 19<sup>th</sup> amendment granting women the right to vote.</b></p>	<p><b>Approved text book</b></p> <p><b>Lesson/Unit Plan</b></p> <p><b>Instructional Content</b></p> <p><b>Educational Resources</b></p> <p><b>Assessment</b></p> <p><b>Videos</b></p> <p><b>Web-Based Content</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	
<p><b>World War I ( 1914) Introduction only</b></p> <ul style="list-style-type: none"> <li>• <b>Causes</b></li> <li>• <b>Isolationism</b></li> <li>• <b>Reason’s for U.S.</b></li> </ul>	<p>CC.8.5.9-10.B. CC.8.5.9-10.J. CC.8.6.9-10.B. CC.8.6.9-10.H</p>	<p><b>Identify the causes for WWI in Europe.</b></p> <p><b>Discuss the United States’ Policy of Isolationism.</b></p> <p><b>Analyze the many factors which drew the United States into WWI.</b></p>	<p><b>Approved text book</b></p> <p><b>Lesson/Unit Plan</b></p> <p><b>Instructional Content</b></p> <p><b>Educational Resources</b></p> <p><b>Assessment</b></p> <p><b>Videos</b></p> <p><b>Web-Based Content</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Series available assessments online. (Optional)</b></p>	<p><b>5 days</b></p>

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Review and Final Exam					10 days
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