
US History I 1790 – 1917 Honors

Curriculum Guide

Scranton School District

Scranton, PA



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US History I 1790 – 1917 Honors

Prerequisite:

- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

U.S. History I 1790-1917 Honors, provides an in-depth and analytical perspective 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 America's involvement in World War I.

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Year-at-a-glance

Subject: US History I 1790-1917 Honors	Grade Level: 9	Date Completed: 12/31/2016
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1st Quarter

Topic	Resources	Standards
<p>Unit 1: The First Four Presidents The administrations of George Washington - James Madison (1789-1817)</p> <p>George Washington (1789-1797)</p> <ul style="list-style-type: none"> • Hamilton’s Plan • Foreign Policy` • Political Parties Develop <p>John Adams (1797-1801)</p> <ul style="list-style-type: none"> • XYZ Affair • Alien and Sedition Act • Virginia and Kentucky Resolutions <p>Thomas Jefferson (1801-1809)</p> <ul style="list-style-type: none"> • Reduction of Government • Jefferson and the Courts • Western Expansion • Tension with Europe <p>James Madison (1809-1817)</p> <ul style="list-style-type: none"> • War of 1812 	<p>Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content</p>	<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>

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<p>Unit 2: The Era of Good Feelings The administrations of James Monroe-John Quincy Adams (1817-1829)</p> <ul style="list-style-type: none"> • Monroe’s Doctrine • Missouri Compromise • Corrupt Bargain • New Political Parties • Industrial Revolution 	<p>Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content</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>Unit3: The Age of Jackson The administrations of Andrew Jackson and Martin Van Buren (1829-1841)</p> <ul style="list-style-type: none"> • Spoils System • Tariff Crisis • Trail of Tears • Bank War 	<p>Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content</p>	<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>

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2nd Quarter

Topic	Resources	Standards
Unit 4: Westward Expansion The administrations of William Henry Harrison – Zachary Taylor (1841-1850) <ul style="list-style-type: none"> • The Texas War For Independence • The Mexican War • Oregon Trail • Gold Rush 	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.
Unit 5: The History of Slavery and Reforms of the 1800s <ul style="list-style-type: none"> • Transcendentalism • Temperance • Abolitionists • Women’s Rights 	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.

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<p>Unit 6: Failed Compromises The administrations of Millard Fillmore-James Buchanan (1850-1861)</p> <ul style="list-style-type: none"> • Causes of the Civil war • Differences between the North and the South • Compromise of 1850 • Popular Sovereignty • Dred Scott • Lincoln’s Election • Fort Sumter 	<p>Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content</p>	<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>Unit 7: The Civil War The administration of Abraham Lincoln (1861-1865)</p> <ul style="list-style-type: none"> • The Civil War • Battles • Economics • Politics • Daily life/Society • Effects/Results 	<p>Approved text book Lesson/Unit Plan Instructional Content Educational Resources Assessment Videos Web-Based Content</p>	<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>

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3rd Quarter

Topic	Resources	Standards
Unit 8: Reconstruction The administrations of Andrew Johnson – Ulysses S. Grant (1865-1877) Reconstruction <ul style="list-style-type: none"> • Presidential/Congressional • Changes in Southern Society • Successes and Failures 	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.
Unit 9: The Gilded Age The administrations of Rutherford B Hayes-William McKinley (1877-1901) <ul style="list-style-type: none"> • The Gilded Age • The Expansion of American Industry • Technological Advances • Growth of Big Business • Workers/Unions • Politics, Immigration and Urban Life • Western Expansion 	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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4th Quarter

Topic	Resources	Standards
Unit 10: New Imperialism The administrations of William McKinley- Woodrow Wilson (1897-1917) Diplomacy New Imperialism <ul style="list-style-type: none"> • U.S. Expansionism • Spanish American War • Big Stick Diplomacy • Anti-Imperialism • Taft/Wilson 	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
Unit 11: The Progressive Era <ul style="list-style-type: none"> • Progressivism • Reform Organizations • Legislation • Women’s Suffrage 	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
Unit 12: American Involvement in World War I <ul style="list-style-type: none"> • Causes • Isolationism • Reason’s for U.S. involvement 	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
Review and Final Exam		

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>The First Four Presidents</p> <p>George Washington Administration (1789-1797)</p> <ul style="list-style-type: none"> • Creation of Government <ul style="list-style-type: none"> -Branches -Cabinet • Hamilton vs. Jefferson • Economic Plan • Foreign Policy <ul style="list-style-type: none"> -America’s role in European conflict • Political Parties Develop 	<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>Key Concepts: Strict Construction, Loose Construction, Hamilton’s Economic Plan, Judiciary Act of 1789, Laissez-faire, Bill of Rights, Whiskey Rebellion, Political Parties</p> <p>Constitutional Interpretations: Strict/Loose Constructionists- Create arguments for and against the contrasting interpretations.</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>Evaluate the importance of Washington’s Farewell Address</p>	<p>Bill of Rights</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 Assessment</p> <p>Videos: A New Nation (Schlesinger) Founding Brothers (History Ch.)</p> <p>Web-Based Content: Canvas</p> <p><i>Video: The Presidents (Hist. Ch.)</i></p>	<p>Debate: Constitutional Interpretation</p> <p>Debate: Amendments within the Bill of Rights</p> <p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>

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<p>The First Four Presidents</p> <p>John Adams Administration (1797-1801)</p> <ul style="list-style-type: none"> • Continuing European entanglements • Governmental Partisanship • The power of the Presidency • XYZ Affair • Alien and Sedition Act • Virginia and Kentucky Resolutions 	<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>Critique the concept and implementation of Federalism and the conflict between the rights of the Federal Government and the States.</p> <p>Connect current issues regarding conflicts with our Federal System to past issues.</p> <p>Explain the Causes and Effects of the XYZ affair.</p> <p>Evaluate 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>Judge the role of a President within the parameters of the political party they represent.</p> <p>Analyze the elements of effective leadership.</p>	<p><i>Political Cartoon on XYZ Affair</i></p> <p><i>Excerpt: Alien and Sedition Acts</i></p> <p><i>Excerpt: Virginia and Kentucky Resolutions</i></p> <p><i>Excerpts from Letter on Thomas Jefferson -John Adams</i></p> <p><i>Video: John Adams (HBO)</i></p> <p><i>Video: The Presidents (Hist. Ch.)</i></p>	<p>Political Cartoon Analysis</p> <p>Position Essay: Examining National Security and the Constitution</p> <p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<p>The First Four Presidents</p> <p>Thomas Jefferson Administration (1801-1809)</p> <ul style="list-style-type: none"> • Revolution of 1800 • Transition of power from opposing political parties • Increasing Power of the Presidency • Reduction of Government • Jefferson and the Courts • Western Expansion <ul style="list-style-type: none"> -Louisiana Purchase -Lewis and Clark • Continued Entanglements in Europe • Embargo and Isolationism 	<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>Key Concepts: Elastic Clause, Judicial Review, Midnight Judges, Louisiana Purchase, Embargo, Isolationism, Agrarian, Barbary Pirates.</p> <p>Discuss impact of election of 1800 and creation of the 12th 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>Analyze the leadership differences between the first three Presidents using their inaugural and farewell addresses.</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>Evaluate Jefferson’s Action’s with the Embargo of 1807 and evaluate the concept of Isolationism vs. open markets.</p>	<p>Approved text book</p> <p>Lesson/Unit Plan</p> <p>Excerpt: Jefferson’s Inaugural Address</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Maps</p> <p>Assessment</p> <p>Videos:</p> <p>Lewis and Clark (PBS)</p> <p>The Presidents (Hist. Ch.)</p> <p>Web-Based Content</p>	<p>Create a persuasive editorial to argue in favor or against the Louisiana Purchase.</p> <p>Debate the accomplishments and failures of the first three presidents and which of the three was most effective.</p> <p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<p>The First Four Presidents</p> <p>James Madison’s Administration (1809-1817)</p> <ul style="list-style-type: none"> • Continued European entanglements • The end of the First National Bank’s charter • Non-intercourse Act • War of 1812 	<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>Evaluate the positions of the Democratic-Republican Party</p> <p>Assess the success of the US foreign policy in dealing with the war in Europe.</p> <p>Discuss the causes of the war of 1812, as well as the pros and cons of going to war.</p> <p>Defend the positions of the War Hawks and those that opposed war.</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>Evaluate the effects of the War. What was gained?</p> <p>Analyze the Hartford Convention and the legality of secession.</p> <p>Analyze America’s identity through the War of 1812</p> <p>Assess how nationalism and perception advanced the careers of officers in the War of 1812.</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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<p>The Era of Good Feelings</p> <p>James Monroe- John Quincy Adams (1817-1829)</p> <ul style="list-style-type: none"> • Growth of Nationalism • Demise of the Federalist Party • Post war economic growth • Monroe Doctrine • Missouri Compromise • Corrupt Bargain • New Political Parties 	<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>Key Terms: Cotton Gin, Interchangeable Parts, market economy, Erie Canal, patent, steam engine, textiles, free enterprise system, tenements, strikes, cotton belt</p> <p>Define the role of Secretary of State and its importance in the Presidencies of the first several Administrations.</p> <p>Discuss the use of “The Era of Good Feelings” as a description for James Monroe’s Presidency.</p> <p>Evaluate the Monroe Doctrine and America’s role in the world.</p> <p>Analyze the Missouri Compromise and evaluate the importance and negatives associated with compromise.</p> <p>Analyze the Election of 1824 and the electoral college and election process.</p> <p>Evaluate the 1824 election to determine if it was or was not 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>14 days</p>
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<p>The Era of Good Feelings</p> <p>America’s Industrial Revolution</p> <ul style="list-style-type: none"> • Historical origin • Regional Industrial Growth • Expansion of Transportation for resources • Immigration and labor • Economic centers • Effects of rapid population growth in Northern cities • Cotton gin and the growth of slave culture in the south • Supreme Court role in strengthening the Federal government’s role in managing the economy. 	<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>Identify Sam Slater and the father of the Industrial Revolution in the U.S.</p> <p>Connect important technological improvements with cultural, political and economic changes taking place in the U.S.</p> <p>Assess the Industrial Revolution’s impact on transportation, communication, urban life, slavery and the relationship between the North and the South.</p> <p>Evaluate the role of the Supreme Court has on economics and politics:</p> <ul style="list-style-type: none"> -Dartmouth College v. Woodward -McCulloch v. Maryland -Gibbons v. Ogden 	<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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<p>The Age of Jackson</p> <p>Andrew Jackson (1829-1837)</p> <ul style="list-style-type: none"> • Rise of the Democratic Party • 1828 election • Spoils System • Tariff Crisis • Trail of Tears • Bank War 	<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>Key Terms: patronage, spoils system, state’s rights, nullify, tariff, Indian Removal Act, Trail of Tears, Bank War</p> <p>Identify Andrew Jackson’s personality traits as well as his views on government and the spoils system.</p> <p>Evaluate the phrase “the people’s President” and contrast Jackson with Jefferson.</p> <p>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)</p> <p>Evaluate Andrew Jackson’s treatment of Native American including the Indian Removal Act and Trail of Tears.</p> <p>Evaluate the role of checks and balances within the United States examining the Supreme Court Case: -Worcester v. Georgia</p> <p>Analyze why Andrew Jackson was against a National Bank. Discuss the steps he took to destroy it.</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>15 days</p>
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<p>Westward Movement</p> <p>The administrations of Martin-Van Buren – Zachary Taylor (1837-1850)</p> <ul style="list-style-type: none"> • Mexican Independence • Government of Mexico and its administration throughout Mexico • Settlement of Americans in Texas • The Texas War For Independence • 54’40 or Fight • Manifest Destiny • The Mexican War • Oregon Trail 	<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.</p>	<p>Key Terms: Manifest Destiny, Texas War for Independence, Alamo, Treaty of Velasco, Bear Flag Revolt, Treaty of Guadalupe Hidalgo, Gadsden Purchase, Oregon, Trail, gold rush</p> <p>Evaluate the breakdown in the relationship between the Texas settlers and the Mexican government.</p> <p>Identify the purpose as well as key people who were present at the Alamo.</p> <p>Evaluate US-Mexico relations in regard to Texas independence.</p> <p>Examine the causes and effects of the Mexican War.</p> <p>Analyze Manifest Destiny as a reason for Westward Expansion and examine the outcomes of this motivation.</p> <p>Examine the trip on the Oregon Trail. Discuss the reasons people journeyed west and the hardships they faced on the way.</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>20 days</p>
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<p>Westward Movement</p> <p>The administrations of Martin-Van Buren – Zachary Taylor (1837-1850)</p> <ul style="list-style-type: none">• The Mormon Migration• Gold Rush		<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>			
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<p>Slavery and Reforms of the 1800s</p> <ul style="list-style-type: none"> • Transcendentalism • Temperance • Women’s Rights • Slavery • Abolitionists 	<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>Key Terms: Transcendentalism, Second Great Awakening, Emerson, Thoreau, Temperance movement, abstinence, Mann, Seneca Falls Convention, segregation, utopian communities, suffrage emancipation, abolitionism, underground railroad, Cotton belt, Vesey’s Plan, Turner’s Rebellion,</p> <p>Evaluate Henry David Thoreau and Ralph Waldo Emerson and discuss their anti-industrialization stance and compare to current issues that connect to these concerns.</p> <p>Explain the Temperance movement. Discuss key leaders and ideology behind the movement itself.</p> <p>Evaluate the movement to expand women’s rights at that time period and evaluate the process and progress that has been made on this issue throughout history</p> <p>Identify Key Abolitionists and analyze the various groups involved in the abolitionist movement.</p> <p>Evaluate the elements of slavery and the events and actions of pro and anti slave groups.</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 4th 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>11 days</p>
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<p>Failed Compromises</p> <p>The administrations of Millard Fillmore-James Buchanan (1850-1861)</p> <ul style="list-style-type: none"> • Review of Missouri Compromise • Differences between the North and the South • Compromise of 1850 • Kansas Nebraska Act • Bleeding Kansas • Popular Sovereignty • Dred Scott • John Brown • Republican Party 	<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>Key Terms: Uncle Tom’s Cabin, Cannibals All, Fugitive Slave Act, Webster-Hayne debate, nativism, Kansas-Nebraska Act, popular sovereignty, free soilers, Bleeding Kansas, Scott v. Sanford, Lecompton Constitution, Lincoln-Douglas debates, secessionists, Confederate States of America, Fort Sumter</p> <p>Compare and Contrast the Northern Region of the United States with the Southern Region. Discuss how these differences cause conflict between the two sides.</p> <p>Evaluate how the new land gained from the Mexican War caused conflict between the North and the South and how the Compromise of 1850 was created to quell the conflict.</p> <p>Assess the legitimacy of Popular Sovereignty and evaluate how it led to the Civil War.</p> <p>Analyze the Supreme Court case Dred Scott v. Sanford. Evaluate how did this particular case change the legal outlook on slavery?</p>	<p>Approved text book</p> <p>Primary Sources: -Dred Scott Decision -Excerpt: Lincoln-Douglas Debate -Excerpt: John Brown -Excerpt: Diary of Solomon Northtup</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos: -12 Years a Slave -The Civil War by Ken Burns</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>14 days</p>
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<p>Failed Compromises</p> <p>The administrations of Millard Fillmore-James Buchanan (1850-1861)</p> <ul style="list-style-type: none"> • Election of 1860 • Southern Secession • Fort Sumter 		<p>Evaluate how the election of 1860 established the basis for the secession of the lower South and critique the legality and issues associated with the issues of secession.</p> <p>Examine the events leading up to Fort Sumter and the secession of the Upper South and assess the response of the Federal Government</p> <p>Review the idea of State’s Rights and evaluate its role in the context of the Civil War.</p>	<p>Approved text book</p> <p>Primary Source: Declaration of Immediate Causes of Secession from South Carolina</p> <p>Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos: -The Civil War by Ken Burns</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<p>The Civil War</p> <p>The administration of Abraham Lincoln (1861-1865)</p> <ul style="list-style-type: none"> • Battles • Economics • Politics • Daily life/Society • Effects/Results 	<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>Key Terms: Civil War, Confederates, war of attrition, Bull Run, Shells and Canister, Shiloh, Antietam, Draft, Greenbacks, Copperheads, Martial Law, Writ of Habeas Corpus, Emancipation Proclamation, Contraband, Andersonville, Gettysburg, Gettysburg Address, Sherman’s March, 13th Amendment, Assassination</p> <p>Examine and assess the importance of various battles in the context of the Civil War.</p> <p>Evaluate the Advantages and Strategies of both the Union and the Confederacy.</p> <p>Evaluate Lincoln’s relationships with his generals and how various commanders influenced the war.</p> <p>Discuss Civil War medicine and disease and the toll it took on both armies.</p> <p>Examine the political and economic problems of both the North and the South during the Civil war.</p>	<p>Approved text book</p> <p>Primary Source: Documents: -Gettysburg Address -13th Amendment Photos Mathew Brady -Emancipation Proclamation</p> <p>Non Primary: -Killer Angels, novel, Michael Shaara Lesson/Unit Plan</p> <p>Instructional Content</p> <p>Educational Resources</p> <p>Assessment</p> <p>Videos: -The Civil War by Ken Burns -Glory -Gettysburg</p> <p>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>
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<p>The Civil War</p> <p>The administration of Abraham Lincoln (1861-1865)</p> <ul style="list-style-type: none"> • Battles • Economics • Politics • Daily life/Society • Effects/Results 		<p>Assess the Emancipation Proclamation as a vehicle for change and the controversial and conflicting role of African American’s in the Civil War.</p> <p>Civil War Prisoner of War camps and compare to current detention centers and the controversy surrounding them.</p> <p>Examine the change in strategy towards the end of the war and the pros and cons of this strategy.</p> <p>Evaluate Sherman’s march to the sea in connection to Robert E. Lee’s surrender at Appomattox.</p> <p>Assess the concept of Total War in regard to its legality and effectiveness.</p> <p>Evaluate how Abraham Lincoln’s assassination impacted the end of the Civil War.</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><i>Excerpts from The Killer Angels</i> <i>-Michael Shaara</i></p> <p><i>Excerpts from Black Blue and Gray: African Americans in the Civil war</i> <i>-Jim Haskins</i></p> <p><i>Excerpts from Abraham Lincoln’s Second Inaugural Address</i> <i>-Abraham Lincoln</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<p>Reconstruction</p> <p>The administrations of Andrew Johnson –Ulysses S Grant (1865-1877)</p> <ul style="list-style-type: none"> • Presidential/Congressional Reconstruction • Changes in Southern Society • Successes and Failures 	<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>Key Terms: Reconstruction, Radical Republicans, Freedmen’s Bureau, Black Codes, 14th Amendment, Impeachment, Carpetbagger, Sharecropping, KKK, Solid South, Compromise of 1877</p> <p>Compare and Contrast Abraham Lincoln’s Reconstruction Plan with Andrew Johnson’s Plan.</p> <p>Assess the success of the attempts made by the South the suppress African American’s Rights. -black codes</p> <p>Evaluate the following elements of Congressional Reconstruction -Fourteenth Amendment -Civil Rights Act -Reconstruction Act of 1867 -Johnson’s Impeachment</p> <p>Identify the Changes in Southern Society including farming and industry.</p> <p>Evaluate the successes and failures of Reconstruction.</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>The Gilded Age</p> <p>The administrations of Rutherford B. Hayes - William McKinley (1877-1901)</p> <ul style="list-style-type: none"> • Technological Advances • The Expansion of American Industry • Growth of Big Business • Workers/Unions 	<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. CC.8.6.9-10.E.</p>	<p>Key Terms: Social Darwinism, Monopoly, Cartel, Consolidation, Antitrust, sweatshop, union, collective bargaining, scabs, anarchists, strike, laissez-faire, civil service, ghettos, restrictive covenants, alien, tenements, political machine</p> <p>Discover the effects the development of railroads had on industrial growth.</p> <p>Examine how the Bessemer process impacted America.</p> <p>Evaluate the role of the Robber Barons and Captain’s of Industry.</p> <p>Compare the terms vertical and horizontal consolidation. Evaluate how industrialists used these to gain a competitive edge over their rivals.</p> <p>Assess the factors that led to a growing work force.</p> <p>Characterize what factory work at the turn of the century was like. Discover the impact of industrialism on the gap between the rich and the poor.</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>12 days</p>
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<p>The Gilded Age</p> <p>The administrations of Rutherford B. Hayes - William McKinley (1877-1901)</p> <ul style="list-style-type: none"> • Workers/Unions • Politics • Immigration • Urban Life 		<p>Evaluate the goals of early labor unions and assess causes and outcomes of the major strikes in the late 1800s</p> <p>Evaluate the ways in which the government reformed the spoils system and regulated railroads.</p> <p>Discuss the experiences of immigrants in the late 1800s and 1900s.</p> <p>Analyze the different challenges faced by immigrants from Europe, Asia, and Mexico.</p> <p>Investigate the reasons the cities expanded in the late 1800's early 1900s.</p> <p>Connect the new developments that helped the cities grow.</p> <p>Critique how the living conditions in the cities changed as a result of the growth.</p> <p>Assess the attempts to improve the conditions in the cities.</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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<p>The Gilded Age</p> <p>The administrations of Rutherford B. Hayes - William McKinley (1877-1901)</p> <ul style="list-style-type: none"> • Education • Entertainment • Segregation in the South • Women 		<p>Identify the reasons for the expansion of the public school system and higher education</p> <p>Contrast Booker T. Washington and W.E.B. DuBois views on African American Education.</p> <p>Differentiate the new forms of entertainment in America such as vaudeville and minstrel shows, silent pictures, circuses and amusement parks.</p> <p>Differentiate the types of discrimination encountered by African Americans after Reconstruction.</p> <p>Draw Conclusions through assessing the Supreme Court Case Plessy v. Ferguson.</p> <p>Assess the Changing role of women at the turn of the century.</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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<p>New Imperialism</p> <p>The growth of the US into a Global Empire</p> <ul style="list-style-type: none"> • Westward Expansion • American Indian Policies • Populist movement 		<p>Key Terms: Reservations, Little Big Horn, ghost dance, assimilation, Dawes Act, boomers, sooners, nationalism, imperialism, banana republics, arbitration, jingoism, yellow journalism, Platt Amendment, spheres of influence, open Door Policy, Panama Canal, Roosevelt Corollary, dollar diplomacy, racism, great White Fleet,</p> <p>Evaluate Reasons for Western Migration.</p> <p>Critique changes in Federal Indian policy in the early 1900s.</p> <p>Analyze the mining, ranching and farming economies of the west.</p> <p>Evaluate the term Yellow journalism and its role in Geopolitics.</p>	<p><i>Excerpts from Bury My Heart at Wounded Knee: An Indian History of the American West -Dee Brown</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>14 days</p>
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<p>New Imperialism</p> <p>The administrations of William McKinley-Woodrow Wilson (1897-1917)</p> <ul style="list-style-type: none"> • Diplomacy • New Imperialism • U.S. Expansionism • Spanish American War • Big Stick Diplomacy • Anti-Imperialism • Foreign Policy 	<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>Analyze imperialism and evaluate the factors that led to its growth around the world.</p> <p>Evaluate the ways in which the United states began to expand its interests abroad and the argument for and against expansion.</p> <p>Examine the causes and effects of the Spanish American War.</p> <p>Assess the goals of Theodore Roosevelt’s “Big Stick “diplomacy.</p> <p>Investigate the reasons for our interest in the Pacific as well as the Panama canal.</p> <p>Differentiate between the many arguments against U.S. imperialism and the outside world’s opinion of it.</p> <p>Critique 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>Web-Based Content</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	
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<p>Progressive Era</p> <ul style="list-style-type: none"> • Reform Organizations • Legislation 		<p>Key Terms: muckrakers, injunctions, social welfare programs, home rule, direct primary, referendum, recall, holding company, conservationists, New nationalism, Bull Moose Party, Anti-trust, Federal Reserve System, FTC, civil disobedience, suffrage</p> <p>Compare and evaluate the key goals of Progressivism.</p> <p>Examine the role of the muckrakers and critique the successes and failures of Progressive writers in being able to inspire reforms.</p> <p>Analyze why progressive reforms were often met with resistance.</p> <p>Evaluate how Progressives viewed the role of the government.</p> <p>Assess the impact of 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><i>Excerpt: The Jungle -Upton Sinclair</i></p> <p><i>Article: The Triangle Shirtwaist Company Fire</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>Progressive Era</p> <ul style="list-style-type: none"> • Women’s Suffrage 	<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>Identify the key leaders in the women’s suffrage movement.</p> <p>Differentiate between the two main strategies that were pursued by the suffrage leaders.</p> <p>Examine the status of the suffrage movement at the turn of the century.</p> <p>Analyze how a new generation of leaders was needed to help push the suffrage movement along.</p> <p>Connect the factors that led to the 19th amendment granting women the right to vote.</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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<p>Introduction to World War I (1914-1917)</p> <ul style="list-style-type: none"> • Causes • Isolationism • Reason's for U.S. involvement 	<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>Key Terms: militarism, alliances, Central powers, stalemate, propaganda, U-boat, Sussex Pledge, Zimmerman Note, Russian Revolution, Selective Service Act, American Expeditionary Force, convoy, armistice, Liberty Bonds, price controls, daylight savings time, Sedition, Fourteen Points, self determination</p> <p>Investigate the causes for WWI in Europe.</p> <p>Evaluate the United States' Policy of Isolationism.</p> <p>Examine the many factors which drew the United States into WWI.</p> <p>Assess America's role in WWI</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><i>Wilson's Fourteen Points</i> <i>-Woodrow Wilson</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
<p>Review and Final Exam</p>					<p>10 days</p>