

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

American Studies I, GP

Course # 200

Grade(s) 9

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required elective

Credit: 1.0

Adopted: 4/25/05

Developed by:

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Description of Course

Course Title:

American Studies I, GP - # 200

Description:

This course is designed to discover American History, using a chronological approach beginning with the Constitutional Era and ending with the Progressive Era. Constitutional development, the growth of democracy, westward expansion, secession, slavery, the Civil War, industrialization, immigration, and the Progressive Movement are some of the major historical themes addressed. The incorporation of minorities and their roles are studied in their historical context. The cause and effect relationships of historical events will be emphasized throughout the course through the applications of historical principles and concepts.

Goals:

- To understand our nation's history, and why it changes
- To understand significant events of American history in a format which can be understood by students with limited reading skills
- To understand the meaning of documents and how they relate to modern laws and government procedures
- To aid the student in using maps, charts, and timetables as reference tools
- To understand the democratic ideals which have helped form the American government and way of life

Requirements:

None.

Text:

Appleby, Brinkley, Broussard, McPherson, and Ritchie, The American Vision, Glencoe/McGraw Hill, 2003

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
The New Government	1	Students will identify the steps taken by the first Congress to establish the Federal Government.	L	<ul style="list-style-type: none"> Design a front page from a newspaper Internet research 	<ul style="list-style-type: none"> Evaluation of quality and completeness of assignment 	8.3.9 A
	2	Students will explain and assess how conflicts in Europe affected Americans.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	6.4.9 C 8.1.9 C 8.3.9 A
	3	Students will summarize how the two-party system in American politics developed.	U	<ul style="list-style-type: none"> Design a cartoon depicting formation 	<ul style="list-style-type: none"> Evaluation of cartoon 	6.5.9 E 8.3.9 C
	4	Students will assess the impact of Chief Justice Marshall on American Law.	L	<ul style="list-style-type: none"> Write an obituary 	<ul style="list-style-type: none"> Evaluation of obituary 	5.1.9 L 8.2.9 C 8.3.9 A
	5	Students will assess the positive and negative consequences of the Louisiana Purchase.	L	<ul style="list-style-type: none"> Charting/map activity 	<ul style="list-style-type: none"> Evaluation of chart/map 	8.1.9 C 8.3.9 C
	6	Students will list the major causes and analyze the outcome of the War of 1812.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Test 	8.1.9 C 8.2.9 A 8.3.9 D
Nationalism and Economic Growth	7	Students will analyze what the American System attempted to accomplish.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.9 C
	8	Students will assess the effects of the Industrial Revolution on America.	U	<ul style="list-style-type: none"> Internet research Study urban planning 	<ul style="list-style-type: none"> Evaluation of ideas 	6.1.9 D 6.4.9 A 8.1.9 C 8.2.9 C 8.3.9 C
	9	Students will describe slave life in the South.	L	<ul style="list-style-type: none"> Primary source excerpt reading Internet research 	<ul style="list-style-type: none"> Quiz 	8.1.9 D 8.3.9 D
	10	Students will describe and evaluate the role that the Missouri Compromise played in the dispute over slavery.	L	<ul style="list-style-type: none"> Map activity Discussion 	<ul style="list-style-type: none"> Evaluation of map 	8.3.9 D
	11	Students will explain the importance of Jacksonian Democracy on the politics and the economy in the United States.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Quiz Test 	6.4.9 C 8.3.9 A
Separate Societies: North and South	12	Students will explain how northern workers reacted to labor conditions they faced.	U	<ul style="list-style-type: none"> Write a letter as if student was a worker 	<ul style="list-style-type: none"> Evaluation of content 	8.3.9 D
	13	Students will analyze the causes and effects of increased Irish and German immigration.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	6.4.9 D 8.2.9 D 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	14	Students will describe how the 19 th century Americans renewed their enthusiasm for religion.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.2.9 C 8.3.9 C
	15	Students will describe how and why reformers worked to improve prisons, temperance, and public education, and evaluate their efforts.	L	<ul style="list-style-type: none"> Worksheet Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.2.9 C 8.3.9 A
	16	Students will summarize the abolitionist movement and its effectiveness.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.2.9 C 8.3.9 C
	17	Students will identify the reforms the women activists achieved, those they didn't, and their impact.	U	<ul style="list-style-type: none"> Biography research 	<ul style="list-style-type: none"> Evaluation of biography with rubric Test 	8.3.9 A
Expansion and Conflict	18	Students will summarize the Texas War for independence.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet for accuracy 	8.3.9 D
	19	Students will list the events and effects of the Mexican War.	L	<ul style="list-style-type: none"> Discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet for correctness 	8.1.9 A 8.1.9 C 8.3.9 D
	20	Students will describe the difficulties United States settlers faced moving westward.	U	<ul style="list-style-type: none"> Oregon Trail Computer Game 	<ul style="list-style-type: none"> Evaluation form 	6.3.9 F 8.3.9 C
	21	Students will assess the causes and effect of the California Gold Rush.	U	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart Test 	6.2.9 E 6.3.9 C 8.1.9 C 8.3.9 C
	22	Students will summarize the pro-slavery and anti-slavery viewpoints, and why they opposed the Compromise of 1850.	U	<ul style="list-style-type: none"> Prepare position as if debating 	<ul style="list-style-type: none"> Peer evaluation 	8.1.9 C 8.2.9 C 8.3.9 D
	23	Students will explain how the Fugitive Slave Act and the Kansas-Nebraska Act intensified the slavery issue.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.9 B
	24	Students will analyze the following and evaluate them in terms of their causes of the Civil War: Dred Scott, Lincoln-Douglas Debates, John Brown, and the election of 1860.	U	<ul style="list-style-type: none"> Group research 	<ul style="list-style-type: none"> Evaluation of research and presentation of research 	8.1.9 C 8.2.9 B 8.3.9 A 8.3.9 B 8.3.9 C 8.3.9 D
	25	Students will analyze the advantages and disadvantages of both sides at the beginning of the Civil War.	U	<ul style="list-style-type: none"> Reaction paper Internet research 	<ul style="list-style-type: none"> Evaluation of validity of reaction 	6.3.9 C 8.1.9 D 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	26	Students will explain the major strategies and major battles of the war.	L	<ul style="list-style-type: none"> Map activity 	<ul style="list-style-type: none"> Evaluation of map 	8.1.9 A,B 8.2.9 A,B,C 8.2.9 D 8.3.9 D
	27	Students will assess the importance of the Emancipation Proclamation.	U	<ul style="list-style-type: none"> Read Proclamation and rewrite using modern theme 	<ul style="list-style-type: none"> Evaluation of application of rewrite Test 	8.1.9 B 8.3.9 B
	28	Students will explain the plans for Reconstruction.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 D
	29	Students will analyze and assess how the 14 th and 15 th Amendments expanded the rights of African-Americans.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.1.9 B 8.3.9 B
	30	Students will assess the effectiveness of Reconstruction in the South.		<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.9 D
	31	Students will assess the effectiveness of Reconstruction for African-Americans.		<ul style="list-style-type: none"> Analyze demographic data from http://icg.harvard.edu/census 	<ul style="list-style-type: none"> Demographic worksheet Test 	8.1.9 B 8.3.9 D
	32	Students will describe the innovations that helped farmers cope with the western environment.		<ul style="list-style-type: none"> Invention Internet research 	<ul style="list-style-type: none"> Evaluation of presentational research 	8.3.9 C
	33	Students will describe and assess the role of the cowboy in American History.		<ul style="list-style-type: none"> Watch clip from John Wayne western and discern reality 	<ul style="list-style-type: none"> Video worksheet Test 	8.3.9 A 8.3.9 C
	34	Students will analyze why mining became a big business.		<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.2.9 C 8.3.9 C
	35	Students will explain and evaluate the federal government’s policy toward Native Americans.		<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 D
	36	Students will identify and assess the roles that the following played in the new industrial order: steel, railroads, innovation in communication, and energy.		<ul style="list-style-type: none"> Group research and presentations 	<ul style="list-style-type: none"> Evaluation of presentations and research 	8.1.9 D 8.3.9 C
	37	Students will describe and evaluate the government’s attempts to regulate big business.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	6.2.9 A 6.4.9 C 8.3.9 C
	38	Students will describe how and why immigration changed in the late 1800’s.	U	<ul style="list-style-type: none"> Video: Immigration 	<ul style="list-style-type: none"> Video worksheet 	6.5.9 A 8.1.9 A 8.2.9 D 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	39	Students will describe how and why American cities changed in the late 1800's.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Test 	6.5.9 E 8.1.9 A 8.2.9 D 8.3.9 D
Economics and Politics in the late 1800's	40	Students will identify the problems of American farmers.	A	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Question and answer session 	6.1.9 D 8.2.9 C 8.2.9 D 8.3.9 C 8.3.9 D
	41	Students will define and explain the following movements; Grange, Alliance, Populist	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Worksheet 	8.1.9 C 8.3.9 C
	42	Students will analyze reasons for the Populists political failure in 1896.	U	<ul style="list-style-type: none"> Discussion Charting activity 	<ul style="list-style-type: none"> Quiz Evaluation of chart Unit test 	8.1.9 C 8.3.9 C
	43	Students will list and explain the goals of Progressivism.	A	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 C
	44	Students will analyze why some women were attracted to the Progressive movement.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	8.1.9 C 8.3.9 C
	45	Students will evaluate the roles that muckrakers, writers, and intellectuals played in the progressive movement.	U	<ul style="list-style-type: none"> Write a "National Enquirer" style article on a current event and discuss how it might effect society 	<ul style="list-style-type: none"> Evaluation of article 	8.1.9 A 8.1.9 D 8.2.9 A 8.3.9 A
	46	Students will summarize Progressivism reforms of the workplace.	L	<ul style="list-style-type: none"> Worksheet Charting activity 	<ul style="list-style-type: none"> Evaluation of worksheet and chart 	6.5.9 A 8.3.9 C
	47	Students will describe and analyze the court system and labor unions role in Progressivism.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	8.3.9 C
	48	Students will identify and evaluate the steps reformers took to solve urban problems.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Quiz 	8.1.9 A 8.2.9 C 8.3.9 C
	49	Students will analyze the limits of Progressivism when dealing with minority groups and immigrants.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Unit test 	6.5.9 E 8.2.9 D 8.3.9 D
The Progressive Presidents	50	Students will identify and list the form of government corruption and evaluate the governmental reforms put forth by the progressives.	U	<ul style="list-style-type: none"> Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Quiz Evaluation of worksheet 	8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	51	Students will describe the personal and political background of Theodore Roosevelt.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Quiz Evaluation of research 	8.3.9 A
	52	Students will identify and evaluate the major elements of the “Square Deal”.	U	<ul style="list-style-type: none"> Lecture and discussion Charting activity 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of chart 	8.3.9 B
	53	Students will identify and evaluate the reforms of William Taft.	L	<ul style="list-style-type: none"> Internet research Lecture and discussion Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 A
	54	Students will identify and explain the candidates, issues, and strategies of the 1912 presidential election.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.3.9 C
	55	Students will evaluate and explain how President Taft dealt with the following: tariffs, banking and business regulations.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Quiz 	8.3.9 A
	56	Students will identify the leader of the women’s suffrage movement and explain how they won the right to vote.	L	<ul style="list-style-type: none"> Biography: Susan D. Anthony Internet research 	<ul style="list-style-type: none"> Video worksheet Evaluation of research 	8.3.9 A 8.3.9 C
	57	Students will evaluate the key concepts and accomplishments of the Progressive Movement.	R	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Unit test 	8.3.9 C
American Expansionism	58	Students will identify causes and locate United States interests in overseas territories.	L	<ul style="list-style-type: none"> Mapping activity Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of map Evaluation of discussion 	8.3.9 C
	59	Students will analyze the United States conflict with Spain leading to the events of the Spanish-American War.	L	<ul style="list-style-type: none"> Lecture and discussion Internet research 	<ul style="list-style-type: none"> Quiz Evaluation of discussion 	8.1.9 A 8.1.9 C 8.3.9 D
	60	Students will synthesize and summarize United States involvement in the Philippines, Hawaii, China, and Japan in the late 1800s and early 1900s.	L	<ul style="list-style-type: none"> Lecture and discussion Internet research Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 D
	61	Students will evaluate Presidents Roosevelt, Taft, and Wilson’s policies on Latin America including governing new territories of Cuba and Puerto Rico, the Roosevelt Corollary and Dollar diplomacy.	L	<ul style="list-style-type: none"> Lecture and discussion Worksheet Charting activity 	<ul style="list-style-type: none"> Evaluation of worksheet Evaluation of chart 	8.3.9 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
	62	Students will identify the origins of United States conflict with Mexico which led to United States intervention.	L	<ul style="list-style-type: none"> • Lecture and discussion • Homework 	<ul style="list-style-type: none"> • Evaluation of discussion • Unit test 	8.1.9 C 8.3.9 D