

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

American Studies I, Honors

Course # 250

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: _____

Developed by:

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Description of Course

Course Title:

Social Studies – American Studies I, Honors - #250

Description:

This course begins with a brief review of the major issues leading to the American Revolution. Subsequent units trace the development of the United States from the Constitutional Era to the Progressive Movement. The course emphasizes the development of federalism, sectionalism, nationalism, the Civil War, industrialization, imperialism, and progressivism. Cause and effect relationships will be emphasized in conjunction with research through the History Day project. Independent readings and research are a routine part of this course throughout the year.

Goals:

- To understand our nation's history, and why it changes
- To understand significant events of American history
- To understand the meaning of documents through reading and interpreting primary sources
- To aid students 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:

All students will be required to read Killer Angels by Michael Shaara and write a research paper detailing a person, place, or event from the book, and participate in a school sponsored History Day project.

Text:

Kennedy, Cohen, and Bailey, The American Pageant, 13th edition, Houghton Mifflin Company, 2006

Shaara, Michael, Killer Angels, Ballantine Books, 1974

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
Introduction to History Day	1	Students will produce a “History Day” type project. It must include the items required in the rubric and must address the topic for that year.	U	<ul style="list-style-type: none"> Research in library, historical societies, Internet, interviews, etc. 	<ul style="list-style-type: none"> Evaluation by panel with clear concise rubric 	
Launching the New Ship of State	2	Students will understand the implementation of the Constitution.	U	<ul style="list-style-type: none"> Primary readings Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.1.9 B 8.3.9 B,C 8.3.9 D
	3	Students will understand established Presidential policies that hold true today.	U	<ul style="list-style-type: none"> Lecture and discussion Charting activity 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 H 5.3.9 I
	4	Students will analyze the significant issues of the 1790s (Whiskey Rebellion, emergence of political parties, Allen Sedition Act, Virginia and Kentucky Resolution).	L	<ul style="list-style-type: none"> Lecture and discussion Internet research 	<ul style="list-style-type: none"> Quiz Evaluation of research 	5.2.9 F 5.3.9 G,J 8.2.9 A 8.2.9 D 8.3.9 C,D
	5	Students will describe and assess America’s ability to establish neutrality during the conflicts between Spain, Great Britain, and France.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet Unit test 	5.4.9 D 8.3.9 D
Jefferson Democracy	6	Students will explain the controversial aspects of the election of 1800.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	5.3.9 E 5.3.9 I 8.1.9 C 8.3.9 A 8.3.9 C
	7	Students will explain the components of Jeffersonian Democracy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.1.9 C 5.2.9 D,E 5.3.9 G,K 8.3.9 A
	8	Students will evaluate the impact of the Louisiana Purchase on the growth and development of USA.	U	<ul style="list-style-type: none"> Primary source reading and reaction essay 	<ul style="list-style-type: none"> Evaluation of essay (quality of reactions) 	7.3.9 C 7.3.9 E 8.1.9 A 8.1.9 D 8.3.9 C
	9	Students will explain and analyze Jefferson’s policies during the conflict between Great Britain and France.	L	<ul style="list-style-type: none"> Charting activity/timeline creation 	<ul style="list-style-type: none"> Evaluation of timeline accuracy 	5.2.9 D 5.4.9 A,B 8.1.9 B 8.3.9 C
Nationalism	10	Students will list and explain the causes and effects of the War of 1812.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 A 5.4.9 B 6.4.9 B 8.1.9 A 8.2.9 B,D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	11	Students will explain the reasons for the upsurge in nationalism in the post War 1812 era.	U	<ul style="list-style-type: none"> Lecture and discussion Internet research 	<ul style="list-style-type: none"> Evaluation of discussion Evaluation of research 	6.1.9 D 8.1.9 A 8.3.9 C
	12	Students will analyze the results of the Missouri Compromise.	U	<ul style="list-style-type: none"> Primary source documents Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of essay 	8.3.9 B
	13	Students will explain and assess the causes of rising sectionalism and the government’s response to settle the slavery issue.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.2.9 C 7.1.9 B 7.3.9 B 8.1.9 A,C 8.3.9 C 9.1.9 B
	14	Students will summarize and evaluate the role of the supreme court under John Marshall.	U	<ul style="list-style-type: none"> Summarize decision Group writings of reactions 	<ul style="list-style-type: none"> Evaluation of reaction essays 	5.1.9 L 5.2.9 D 8.3.9 A,C
	15	Students will explain foreign policy during the 1820s, i.e. Monroe Doctrine.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	8.1.9 B 8.1.9 D 8.3.9 D
Jacksonian Democracy	16	Students will evaluate Andrew Jackson, Jacksonian Democracy, and the “rise of the Common Man.”	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart Unit test 	5.1.9 C 5.2.9 F 5.2.9 E 5.2.9 G 5.3.9 E,F,K 8.1.9 C
	17	Students will evaluate Jackson’s policies on states’ rights, National Bank, Tariff’s & Native Americans.	L	<ul style="list-style-type: none"> Worksheet Discussion 	<ul style="list-style-type: none"> Evaluation of worksheets Evaluation of discussion 	5.1.9 J 5.2.9 D 5.3.9 A 6.2.9 D 8.3.9 A 9.3.9 B,C,D
	18	Students will explain the emergence of the Whig party and assess its effects on the American political scene.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz Unit test 	5.3.9 E 6.1.9 D 8.1.9 A 9.3.9 E
Economic and Social Reforms 1790 – 1890	19	Students will explain the growth of industrialization in the United States.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	6.1.9 B 6.5.9 B 7.3.9 D 8.1.9 A 8.2.9 C 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	20	Students will assess the impact of railroads, canals, and steamboats on the economy of the United States.	U	<ul style="list-style-type: none"> Debate on the three as to which had the greater impact 	<ul style="list-style-type: none"> Peer evaluation of debate 	6.1.9 B,D 6.2.9 I 6.4.9 B,G 7.1.9 B 7.3.9 A,C,D 7.4.9 A,B 8.1.9 A 8.2.9 A,B,C 8.3.9 B,C 9.4.9 B
	21	Students will evaluate the impact of immigration of the United States and subsequent rise of anti-foreignism.	U	<ul style="list-style-type: none"> Internet research Develop graph representing immigration to the United States 	<ul style="list-style-type: none"> Evaluation of graph 	7.3.9 B 8.1.9 A,C 8.2.9 A,C,D 8.3.9 C,D 9.1.9 A
	22	Students will explain and assess the dynamics of society, which contributed to social and economic reform from 1790-1860, i.e. education, prisons, mental health, women’s rights, utopian communities, religions reform.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Unit test 	6.1.9 D 7.3.9 B 8.2.9 C 8.3.9 C 8.3.9 D
Expansion and Disunion	23	Students will explain the relationship between slavery and the southern economic system.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	6.4.9 G 7.3.9 D 9.2.9 A
	24	Students will explain the characteristics of the “peculiar institution” slaver.	U	<ul style="list-style-type: none"> Primary source reading on the life of a slave 	<ul style="list-style-type: none"> Evaluation of reading 	8.3.9 I
	25	Students will explain and assess the growth of the abolitionist movement and identify the key abolitionists.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.1.9 M 5.4.9 I 8.1.9 A 8.2.9 D 8.3.9 A 8.3.9 D
	26	Students will define Manifest Destiny and evaluate its lasting legacy.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Question and answer session 	7.1.9 B 7.3.9 A,C,D 8.2.9 C 8.3.9 C 9.1.9 A
	27	Students will understand the Texas War for Independence and the impact on westward expansion.	U	<ul style="list-style-type: none"> Mapping/charting Discussion 	<ul style="list-style-type: none"> Question and answer session 	8.1.9 A 8.3.9 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	28	Students will explain and assess the causes and effects of the Mexican War.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	5.4.9 B 7.3.9 B 8.1.9 A 8.3.9 C
	29	Students will analyze the debate over the question of slavery in the territories.	U	<ul style="list-style-type: none"> Class debate 	<ul style="list-style-type: none"> Peer evaluation of debate 	5.2.9 C 7.1.9 B 8.1.9 C 8.3.9 B
	30	Students will describe the effects of sectionalism and assess its significance upon the political life in the United States.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.3.9 A 7.1.9 B 8.1.9 A 8.3.9 C,D
	31	Students will trace the chronology of the steps leading to the Civil War from 1850 – 1861, i.e. Kansas-Nebraska Act, Dred Scott, John Brown, Lincoln-Douglas Debates.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of timeline research 	8.1.9 A
	32	Students will describe how slavery became the defining issue in American politics in the 1850s.	U	<ul style="list-style-type: none"> Internet research Primary source reading on comments from Lincoln 	<ul style="list-style-type: none"> Evaluation of essays based on readings from Lincoln website Unit test 	5.2.9 C 8.3.9 D
Civil War	33	Students will list and evaluate the reasons for the Civil War.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.1.9 L 8.1.9 A 8.2.9 D 8.3.9 I
	34	Students will assess the advantages and disadvantages of the Union and the Confederacy.	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart 	5.1.9 C 6.2.9 J
	35	Students will describe Union and Confederate military strategies and battles during the war.	U	<ul style="list-style-type: none"> Map exercise Internet research Discuss military history findings 	<ul style="list-style-type: none"> Evaluation of map Evaluation of findings 	8.2.9 D 8.3.9 B
	36	Students will describe important personalities during the war and assess their impact.	U	<ul style="list-style-type: none"> Read <u>Killer Angels</u> 	<ul style="list-style-type: none"> Grade essays based on rubric 	5.2.9 D 8.2.9 A 8.3.9 A
	37	Students will cite and analyze the wartime political and economic changes in the North and the South.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz Unit test 	5.3.9 I 6.1.9 B 6.4.9 B 7.1.9 B 7.3.9 C 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
Reconstruction	38	Students will explain and assess the immediate and long range effects of the Civil War.	L	• Lecture and discussion	• Quiz	8.1.9 A 8.3.9 C
	39	Students will describe and evaluate the plans of reconstruction.	U	• Charting activity	• Evaluation of chart	8.3.9 B
	40	Students will explain and analyze the conflict between the President and congress over control of reconstruction.	U	• Internet research	• Evaluation of research	5.3.9 B 8.1.9 C 8.2.9 A 8.3.9 D
	41	Students will evaluate the positive and negatives of reconstruction and its long-lasting legacy.	L	• Lecture and discussion	• Quiz • Unit test	5.1.9 C 5.2.9 A,B,G 5.3.9 G 8.1.9 A 8.3.9 C
Politics from 1870 – 1890	42	Students will explain the need for economic and political reform in the Industrial Age and assess its impact.	L	• Lecture and discussion	• Evaluation of discussion	5.3.9 A 6.1.9 A,B,D 6.2.9 E,F 8.1.9 A 8.2.9 B,C 8.3.9 C
	43	Students will explain the importance of the Civil Service in the Gilded Age.	L	• Lecture and discussion	• Evaluation of discussion	5.3.9 H 8.3.9 C
	44	Students will identify the various scandals of the time period.	U	• Research scandal • Write newspaper article	• Evaluation of article	5.2.9 I
Industrialization	45	Students will trace the establishment of the trade union movement.	U	• Lecture and discussion	• Unit test	5.2.9 C 5.3.9 H 5.4.9 A 6.3.9 F 6.5.9 A 8.1.9 A
	46	Students will describe the growing impact of manufacturing and railroads on post-Civil War society.	L	• Lecture and discussion	• Quiz	6.1.9 B,D 6.2.9 E 6.4.9 B,D,E 6.5.9 F 7.3.9 C 8.1.9 D 8.2.9 A,B,C 8.3.9 C 9.4.9 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	47	Students will identify the abuses by industry and discuss how these led to government regulation.	A	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.2.9 C 5.3.9 D 6.1.9 A 6.2.9 B,K 6.5.9 A 8.1.9 A 8.2.9 D 8.3.9 C
	48	Students will analyze the social changes that brought about the industrialization.	U	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	5.1.9 M 6.5.9 B 8.1.9 A 8.2.9 C 8.3.9 C
	49	Students will define corporation, trust, vertical and horizontal integration, and stocks and bonds.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Evaluation of worksheet 	6.1.9 B 6.2.9 D 6.2.9 F 6.5.9 C
	50	Students will describe how the economy came to be dominated by giant trusts and assess the impact.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Unit test 	5.2.9 F 6.1.9 B,D 6.2.9 B 6.3.9 F 6.4.9 E 6.5.9 C,F 7.3.9 D 8.2.9 A 8.3.9 A
Social Issues from 1870 – 1900	51	Students will understand the changing character of and the reaction to immigration.	U	<ul style="list-style-type: none"> Research a group Opinion/reaction presentation 	<ul style="list-style-type: none"> Evaluation of presentation 	5.4.9 C 7.3.9 B 8.1.9 A 8.2.9 C 8.2.9 D 8.3.9 C 8.3.9 D
	52	Students will describe the new industrial city and assess its impact on American Society.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of reaction essay based on research 	6.4.9 G 7.1.9 B 7.3.9 A 7.3.9 C 8.3.9 A 9.3.9 A
	53	Students will analyze the changes in American religious life in the late 19 th century.	U	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	7.3.9 B 8.1.9 A 8.3.9 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
	54	Students will explain the changes in American education.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	7.3.9 B 8.2.9 C 8.3.9 C
	55	Students will describe the literary and cultural life of the period.	A	<ul style="list-style-type: none"> Primary source reading 	<ul style="list-style-type: none"> Take home essay 	5.4.9 C 8.3.9 A
	56	Students will identify and evaluate the contributions of noted black leaders such as Booker T. Washington, and W.E.B. DuBois.	L	<ul style="list-style-type: none"> Worksheet Discussion 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.1.9 M 5.2.9 D 5.4.9 A 8.3.9 A
Settlement of the West	57	Students will relate policy in the 19 th century and assess their impact on the Native American.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	7.3.9 A 7.3.9 B 7.3.9 C 8.1.9 A 8.3.9 C 8.3.9 D
	58	Students will describe the impact of the miners, cattlemen, and the pioneers upon the west.	L	<ul style="list-style-type: none"> Video on the West 	<ul style="list-style-type: none"> Video worksheet 	6.2.9 A 6.4.9 D 7.1.9 B 7.2.9 A 7.3.9 C,D 7.4.9 B 8.1.9 A 8.3.9 A,C
	59	Students will discuss and assess the problems of the West and how they caused the American farmer to react.	U	<ul style="list-style-type: none"> Debate 	<ul style="list-style-type: none"> Peer evaluation of debate Unit test 	5.3.9 H 5.4.9 A 6.4.9 D 7.1.9 B 7.2.9 A 7.3.9 C,D 7.4.9 A,B 8.1.9 A 8.3.9 C 9.1.9 B 9.2.9 B 9.3.9 G 9.4.9 A
Politics from 1889 to 1900	60	Students will explain the significance of the tariff issue as it relates to domestic politics from 1890 to 1900.	R	<ul style="list-style-type: none"> Examine graphs of economic trends 	<ul style="list-style-type: none"> Question and answer session 	5.3.9 B 5.3.9 I 6.2.9 J 7.1.9 B 8.1.9 H 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	61	Students will describe the impact of the Panic of 1893 and Cleveland’s reaction to the economic turmoil.	U	<ul style="list-style-type: none"> Read an article from U.S. News and World Report about the Panic of 1893 and compare to current trends 	<ul style="list-style-type: none"> Evaluate the validity of student responses 	6.1.9 A 6.1.9 B 6.2.9 H 8.1.9 A 8.3.9 D
	62	Students will discuss the gold-silver issue and its relationship to politics in the 1890s.	U	<ul style="list-style-type: none"> Lecture Note taking Class discussions 	<ul style="list-style-type: none"> Unit test 	6.2.9 H 8.1.9 B 8.1.9 C,D 8.3.9 D
Imperialism	63	Students will define imperialism, nationalism, and jingoism.	L	<ul style="list-style-type: none"> Use a dictionary and text Define the words Find examples during the late 19th century 	<ul style="list-style-type: none"> Evaluation of accuracy of student examples 	5.4.9 B 5.4.9 C 5.4.9 D 7.3.9 E
	64	Students will describe a number of international ‘incidents’ that the U.S. participated in prior to the Spanish-American war, and cite territorial acquisitions from 1870 to 1898.	L	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Question and answer session 	5.4.9 B 7.3.9 C 8.3.9 B 8.3.9 C
	65	Students will give reasons for American imperialistic feelings.	U	<ul style="list-style-type: none"> Small group discussion 	<ul style="list-style-type: none"> Evaluation of written summary of discussion 	5.3.9 J 5.4.9 B 6.2.9 A 7.3.9 D 8.1.9 H
	66	Students will give the chronology of the events leading up to the Spanish-American War.	L	<ul style="list-style-type: none"> Create a timeline of events leading to the Spanish-American War 	<ul style="list-style-type: none"> Evaluation timeline accuracy 	5.3.9 B 8.1.9 A 8.3.9 D
	67	Students will cite reasons for the war.	U	<ul style="list-style-type: none"> Debate the merits of McKinley war declaration and subsequent acquisitions of territory (Use CD Rom of primary source documents <ul style="list-style-type: none"> – McKinley’s War Declaration – Treaty of Paris) 	<ul style="list-style-type: none"> Evaluation of debate 	5.4.9 B 5.4.9 D 8.1.9 A
	68	Students will explain the results or the Spanish-American War.	U	<ul style="list-style-type: none"> Debate the merits of McKinley war declaration and subsequent acquisitions of territory (Use CD Rom of primary source documents <ul style="list-style-type: none"> – McKinley’s War 	<ul style="list-style-type: none"> Evaluation of debate 	5.4.9 B 5.4.9 C 7.3.9 E 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
				Declaration – Treaty of Paris)		
	69	Students will describe Filipino resistance to American domination and the resulting civil war.	L	<ul style="list-style-type: none"> Class discussion of comparison to Vietnam War Possible source – Prentice Hall Online Directory of Social Studies Resources 	<ul style="list-style-type: none"> Evaluation of discussion 	5.4.9 B 7.3.9 B 8.1.9 A 8.3.9 C 8.3.9 D
	70	Students will discuss the Open Door Policy.	U	<ul style="list-style-type: none"> Using the CD Rom of primary sources, Read Hay’s Open Door notes and discuss the impact upon Asian-American relations 	<ul style="list-style-type: none"> Evaluation of class discussion 	5.4.9 B 7.3.9 D
	71	Students will explain the Roosevelt corollary and its impact on Latin America.	R	<ul style="list-style-type: none"> Video on the Panama Canal 	<ul style="list-style-type: none"> Spot-check notes on video Test 	5.2.9 D 5.4.9 B 5.4.9 C 8.1.9 A,B 8.1.9 D 8.3.9 B
	72	Students will explain the building of the Panama Canal and its relevance to subsequent relations with Latin America.	U	<ul style="list-style-type: none"> Video on the Panama Canal 	<ul style="list-style-type: none"> Spot-check notes on video Test 	5.4.9 B 6.4.9 D 7.2.9 A 8.1.9 A
	73	Students will analyze American attitudes toward the Far East.	U	<ul style="list-style-type: none"> Using the CD Rom of primary sources, Read Hay’s Open Door notes and discuss the impact upon Asian-American relations 	<ul style="list-style-type: none"> Evaluation of class discussion 	5.4.9 B 7.3.9 B 7.3.9 D 8.3.9 D
Progressivism	74	Students will cite the roots of progressivism.	L	<ul style="list-style-type: none"> Lecture on the roots of progressivism 	<ul style="list-style-type: none"> Evaluation of student responses to questions 	5.2.9 A 5.2.9 B 5.3.9 G 5.3.9 H 7.1.9 B 8.1.9 A 8.3.9 C
	75	Students will describe the major problems attached by the Progressives and cite the accomplishments of the Progressives.	R	<ul style="list-style-type: none"> Students will read and present a summary of Upton Sinclair’s The Jungle 	<ul style="list-style-type: none"> Evaluate presentations 	5.2.9 I 5.3.9 E,H 5.4.9 A 5.2.9 E 8.1.9 A 8.3.9 D
	76	Students will list and explain TR’s	L	<ul style="list-style-type: none"> Question and answer session 	<ul style="list-style-type: none"> Evaluation of student 	5.1.9 M

Unit	Num	Objective	Level	Content	Evaluation	Standard
		progressive actions.		on the progressive policies of Roosevelt, Taft, and Wilson	essays	6.2.9 H 8.3.9 H
	77	Students will compare and contrast the accomplishments of Taft and Roosevelt.	U	<ul style="list-style-type: none"> Question and answer session on the progressive policies of Roosevelt, Taft, and Wilson 	<ul style="list-style-type: none"> Evaluation of student essays 	5.3.9 B 8.3.9 A 8.3.9 B