

Independent School District of Boise City – **Highlighted Version**

1305 United States History 9

United States History to 1900

Course Description

This course is the first year of a two-year study of United States (U.S.) history. U.S. History 9 examines the pre-twentieth century American experience. First semester is a study of America's history from European exploration through the Election of 1800, with emphasis on the causes and results of the American Revolution and the creation and implementation of the U.S. Constitution. Second semester includes a study of the nation's political and economic expansion, reform movements, sectional divisions, the Civil War and Reconstruction, and themes associated with the Gilded Age—industrialization, urbanization, immigration, and the closing of the American West. U.S. History 9 also explores the music, art, literature, and values of American society through the nineteenth century.

A Note on Standards

The U.S. History 9 curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking; the evolution of democracy; exploration and expansion; the foundations, organization, and formation of the American system of government; citizen responsibilities and rights; economic fundamentals and influences; geography; migration and immigration, responses to industrialization and technological innovation, international relations and conflicts, and cultural and social development. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course. The initial instructional objective, 1305.01, contains the state's critical thinking standards for social studies, grades 9 through 12. Teachers are to review the standards and ensuing performance objectives and employ them through the curriculum.

Adopted Materials

Creating America: A History of the United States. Evanston, Illinois: McDougall Littell, 2003

First Semester Timeline

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| Unit 1 | Exploration, Contact, and the Columbian Exchange | 1 week |
| Unit 2 | The English Colonies | 4 weeks |
| Unit 3 | The American Revolution | 4 weeks |
| Unit 4 | Confederation and Constitution | 3 weeks |
| Unit 5 | The Federal Era and the Jeffersonian Succession | 4 weeks |

Second Semester Timeline

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| Unit 6 | The War of 1812 and the National Era | 2 weeks |
| Unit 7 | Jacksonian Democracy, Reform, and Expansion | 4 weeks |
| Unit 8 | Civil War and Reconstruction | 4 weeks |
| Unit 9 | Closing the Frontier | 2 weeks |
| Unit 10 | The Gilded Age: Industrialization, Urbanization, and Immigration | 4 weeks |

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| United States History 9 | District Reference 1305 |
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| Unit 1 | Exploration, Contact, and the Columbian Exchange | Semester 1, 1 week | |
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| Instructional Objective | | Standard Reference | |
| 1305.01 Acquire critical thinking and analytical skills. Note: This instructional objective, its associated instructional objectives, and the performance objectives in this section apply throughout the course. | | 130501 489.01 | |
| Associated Instructional Objectives: | | | |
| Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines, and works of art. | | 6-12.USH1.2.1.1 489.01a | |
| Evaluate and interpret points-of-view using primary and secondary sources. | | 130501a 489.01b | |
| Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships. | | 130501b 489.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Describe how geographic features have affected the settlement patterns or economic activities within a specific region of the United States. | Ongoing | TMA |
| 02 | Describe various settlement patterns and/or waves of migration that have shaped the United States (e.g. physical distribution, impact of customs, traditions, economic development, “melting pot” v. “salad bowl”), emphasizing their impact on existing physical and human systems. | Ongoing | TMA |
| 03 | Organize, create, or interpret data on a timeline, utilizing calendar time. | Ongoing | TMA |
| 04 | Create and utilize charts, tables, graphs, and flowcharts to organize, sequence, display, and interpret historic information. | Ongoing | TMA |
| 05 | Create and/or utilize all types of maps and map projections about geographic settings, climate, distances, directions, relative and absolute locations, patterns of spatial distribution, and other geographic information. | Ongoing | TMA |
| 06 | Create mental maps to organize data. | Ongoing | TMA |
| 07 | Locate, organize, and analyze historical data, using a variety of written, visual, and electronic sources (e.g. computer databases, census reports, standard references, maps, periodicals, documentary films, journals), distinguishing between primary and secondary sources. | Ongoing | TMA |
| 08 | Question data, assessing it for credibility and completeness, and recognizing stereotypes and biases. | Ongoing | TMA |
| 09 | Examine photographs, newspapers, cartoons, | Ongoing | TMA |

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| | paintings, electronic media systems, and other visual sources to clarify and interpret historical information. | | |
| 10 | Read historical narratives and sources, comprehend the main idea, identify various interrelationships, and/or examine patterns of change in the succession of events or chronological structure of the narrative or source. | Ongoing | TMA |
| 11 | Differentiate between historical fact and historical interpretation or between fact and opinion. | Ongoing | TMA |
| 12 | Understand the values, beliefs, and ideas held by people in the historical past, as disclosed by their diaries, letters, speeches, literature, and art. | Ongoing | TMA |
| 13 | Analyze cause-and-effect relationships associated with historical issues, as well as compare and contrast multiple perspectives, values, events, and personalities. | Ongoing | TMA EOC |
| 14 | Analyze current events and relate them to the historical past when applicable. | Ongoing | TMA |
| 15 | Define a central issue, distinguish verifiable information, and determine an essential component of a given problem or situation. | Ongoing | TMA EOC |
| 16 | Evaluate information related to problem solving, identify alternative solutions, assess or predict probable consequences of events, and/or follow a course of action. | Ongoing | TMA EOC |
| 17 | Participate in historic and contemporary investigations, research projects, discussions, debates, surveys, interviews, individual oral reports, and cooperative presentations. | Ongoing | TMA |
| 18 | Analyze and respond to a primary source, work with others to clarify ideas, and write an essay related to a specific integrated task. | Ongoing | TMA EOC |
| 19 | Write an essay, synthesizing and integrating knowledge obtained on a subject pertinent to United States history. | Ongoing | TMA EOC |
| 20 | Examine works of art, literature, or music and analyze how they reflect the times in which they were created. | Ongoing | TMA EOC |
| Instructional Objective | | Standard Reference | |
| 1305.02 Understand the cultural and ecological interactions among previously unconnected peoples resulting from early European exploration and colonization. | | 130502 | |
| Associated Instructional Objectives: | | | |
| Examine the development of diverse cultures in what is now the United States. Trace the spread of early human societies and the rise of diverse cultures in the United States. | | 6-12.USH1.1.5.1 475.01a | |

| Know the goals, routes, and effects of explorers of the Americas in the 15th through 17th centuries (e.g. Columbus and Magellan). | | 494.01a | |
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| Identify significant countries (and individuals) and their roles and motives in the European exploration of the Americas. | | 6-12.US.1.1.5.2 475.01b | |
| Identify significant countries and their roles and motives in the European exploration of America. | | | |
| Describe the economic characteristics of colonialism. | | 6-12.US.1.3.1.1 483.01a | |
| Analyze and describe the interactions between native peoples and the European explorers. | | 6-12.US.1.1.5.3 475.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Discuss the various theories that explain the origins of the earliest humans in North America. | Ch. 1 | EOC TMA |
| 02 | Summarize European motives for exploration; identify routes of significant explorers and map European claims to North America. | Ch. 2 | EOC |
| 03 | Analyze the development and effects of the Columbian Exchange. | Ch. 2 | EOC TMA |
| 04 | Contrast and evaluate Spanish, French, and English interactions with indigenous peoples. | Ch. 2 | EOC TMA |
| Instructional Objective | | Standard Reference | |
| 1305.02a Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. | | 9-12.I.1.1.3 984.03a | |
| Create or interpret a work that expresses the uniqueness of a historical period. | | | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Replicate an artifact or interpret a work of art that reflects the particular culture of an indigenous people or colonial European group (c. 1500-1700). | | TMA |

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| Unit 2 | The English Colonies | Semester 1, 4 weeks |
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| Instructional Objective | | Standard Reference | |
| 1305.03 Explain colonial immigration, population growth, and the consequences of each. | | 130503 | |
| Associated Instructional Objectives: | | | |
| Analyze the religious, political, and economic motives of European immigrants who came to North America. | | 6-12.US.1.1.2.1 476.01a | |
| Analyze the religious, political, and economic motives of voluntary immigrants from parts of Europe who came to North America. | | | |
| Explain the motives and consequences for the involuntary immigration to North America. | | 6-12.US.1.1.2.2 476.01b | |
| Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies. | | | |

| Describe the economic characteristics of colonialism. | | | 6-12.US.1.3.1.1 483.01a |
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| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Analyze the population growth of the English colonies. | Ch. 3, 4 | TMA |
| 02 | Compare the religious, political and economic motives of voluntary immigrants to the English colonies. | Ch. 3, 4 | EOC TMA |
| 03 | Using representative colonies, contrast the early settlement of Virginia and New England. | Ch. 3, 4 | EOC TMA |
| 04 | Describe mercantilism and analyze its impact on colonial economies. | Ch. 3, 4 | EOC TMA |
| 05 | Explain the causes of indentured servitude and slavery and analyze their impact on colonial societies. | Ch. 3, 4 | EOC TMA |
| Instructional Objective | | Standard Reference | |
| 1305.04 Identify how religious, social, political, and economic factors shaped settlement patterns in the 17 th and 18 th centuries in North America. | | 130504 494.01b | |
| Associated Instructional Objectives: | | | |
| Compare and contrast the different cultural and social influences that emerged in the North American colonies. Know the different cultural and social differences that emerged in the North American colonies. | | 6-12.US.1.1.1.1 479.01a | |
| Describe the economic characteristics of colonialism. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs. | | 6-12.US.1.3.1.1 483.01a 482.01a | |
| Summarize the major events in the European settlement of North America from Jamestown to the end of the eighteenth century. | | 6-12.US.1.1.5.4 475.01d | |
| Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society. Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture. | | 9-12.US.2.1.1.1 498.01a | |
| Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. | | 9-12.I.2.1.2 | |
| Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. | | 9-12.I.2.2.2 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Compare/contrast the social, political, and economic features of the three regions of the English colonies. | Ch. 3, 4, 5 | EOC TMA |
| 02 | Describe and analyze the consequences of the Puritan response to dissenters. | Ch. 3, 4 | EOC TMA |

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| 03 | Identify colonial influences that have shaped American culture and government. | Ch. 4, 5 | EOC TMA |
| 04 | Examine the cultural diversity of colonial America. | Ch. 3, 4, 5 | EOC TMA |
| 05 | Study a piece of literature from colonial America in terms of its reflection of culture. | Ch. 5 | EOC TMA |

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| Unit 3 | The American Revolution | Semester 1, 4 weeks |
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| Instructional Objective | | Standard Reference | |
| 1305.05 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Analyze the causes and consequences of the French and Indian War (Seven Years War): | | 6-12.US.1.1.4 478.01a | |
| Associated Instructional Objective: | | | |
| Summarize the major events in the European settlement of North America from Jamestown to the end of the eighteenth century. | | 6-12.US.1.1.5.4 475.01d | |
| Analyze ways in which the physical environment affected political and economic development. Know the economic motivations for the constant expansion of the western border of the United States. | | 6-12.US.1.2.2.2 483.01b | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain the background /causes of the French and Indian War. | Ch. 5 | EOC TMA |
| 02 | Analyze the results of the French and Indian War, including Parliament's shift from salutary neglect. | Ch. 6 | EOC TMA |
| 03 | Analyze the causes, effectiveness, and impact of the Proclamation of 1763. | Ch. 5 | EOC TMA |
| Instructional Objective | | Standard Reference | |
| 1305.06 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Identify and analyze the causes and consequences of the Revolutionary War: | | 6-12.US.1.1.4 478.01b, 497.01a | |
| Associated Instructional Objective: | | | |
| Identify, in context, events and people influential in the development of historical events and/or movements and living cultures. | | 9-12.I.1.1.1 | |
| Know the economic policies of England that contributed to the revolt in the North American colonies. | | 484.01a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Analyze the multiple causes and sources of dissent leading to the outbreak of the American Revolution. | Ch. 6 | EOC TMA |
| 02 | Compare/contrast the British and colonial advantages and disadvantages at the outset of the | Ch. 6, 7 | EOC TMA |

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| | Revolutionary War. | | |
| 03 | Examine the significance of major events of the American Revolution. | Ch. 6, 7 | EOC TMA |
| 04 | Analyze the political, social, and economic changes brought about by the American Revolution. | Ch. 7 | EOC TMA |
| Instructional Objective 1305.06a Demonstrate the ways in which the arts and humanities reflect events. Identify examples of the arts and humanities that have influenced or reflected cultural and/or historical events. | | Standard Reference 9-12.I.1.1.2 980.01a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Identify and analyze the point of view in a literary (or other artistic) work that depicts the growing tension between Britain and its North American colonies after 1763. | Text | TMA |
| Instructional Objective 1305.06b Interpret how a literary/artistic work relates to the history and/or culture from which it originated. Demonstrate how a literary or artistic work relates to the history and culture from which it originated. | | Standard Reference 9-12.I.3.2.2 984.02a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain how a literary work (e.g. Thomas Paine's <i>Common Sense</i> , poetry by Phillis Wheatley), a painting (e.g. John Trumbull's <i>The Death of General Warren at Bunker Hill</i>), or a work of architecture (e.g. the Pennsylvania State House (Independence Hall), Mt. Vernon) reflects the aesthetic, style, or themes associated with eighteenth century Western culture. | Text | TMA |
| Instructional Objective 1305.06c Analyze an artifact or idea and debate its meaning in the context of its societal values. Compare and contrast documented facts with intentional and/or unintentional distortions of the historical record. | | Standard Reference 9-12.I.2.2.1 982.03a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Identify and account for the differences between an artistic representation of an historical event and a first-hand (primary source) written account of the same event (e.g. the Boston Massacre, the outbreak of violence at Lexington and Concord). | | TMA |
| 02 | Identify and explain the similarities and differences between two accounts of the same historical event. | | TMA |

| Unit 4 | | Confederation and Constitution | | Semester 1, 3 weeks | |
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| <p align="center">Instructional Objective</p> <p>1305.07 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion.</p> <p>Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.</p> | | | <p align="center">Standard Reference</p> <p>6-12.US.1.4.1.1 480.01a</p> | | |
| Associated Instructional Objective: | | | | | |
| <p>Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.</p> <p>Identify fundamental values and principles as expressed in basic documents significant writings and speeches such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.</p> | | | <p>6-12.US.1.4.1.2 480.01b</p> | | |
| <p>Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.</p> | | | <p>474.01a</p> | | |
| No. | Performance Objective | Resource Reference | Assessment Correlation | | |
| 01 | Review the development of social contract and constitutional government and explain the significance of English/colonial documents and institutions (e.g. Magna Carta, colonial charters, Mayflower Compact, philosophies of Locke and Hobbes). | Ch. 3, 5 | EOC TMA | | |
| 02 | Explain the democratic principles of the Declaration of Independence. | Ch. 6 | EOC TMA | | |
| 03 | Contrast direct democracy with representative democracy. | Constitutional Handbook | EOC TMA | | |
| <p align="center">Instructional Objective</p> <p>1305.08 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution.</p> <p>Identify fundamental values and principles as expressed in significant writings and speeches such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.</p> | | | <p align="center">Standard Reference</p> <p>6-12.US.1.4.1.2 480.01b</p> | | |
| Associated Instructional Objectives: | | | | | |
| <p>Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.</p> | | | <p>480.01c</p> | | |
| <p>Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.</p> | | | <p>6-12.US.1.4.2.1 481.01a</p> | | |
| <p>Explain how and why powers are distributed and shared between national and state governments in the United States.</p> | | | <p>6-12.US.1.4.2.2 481.01b</p> | | |
| No. | Performance Objective | Resource Reference | Assessment Correlation | | |

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| 01 | Evaluate accomplishments and weaknesses of the Articles of Confederation. | Ch. 8 | TMA |
| 02 | Explain the framers' concerns and the resulting compromises that emerged at the Constitutional Convention. | Ch. 8 | EOC TMA |
| 03 | Summarize the arguments of the Federalist and Anti-Federalists over the ratification of the Constitution of the United States. | Ch. 8 | EOC TMA |
| 04 | Examine/explain the fundamental principles of the United States Constitution. | Constitutional Handbook Ch. 8 | EOC TMA |
| 05 | Explain the fundamental powers of the legislative, executive, and judicial branches under the United States Constitution. | Ch. 8 | EOC |

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| Instructional Objective | | Standard Reference | |
| 1305.09 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. | | 6-12.USHI.4.1.3 474.01b | |
| Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. | | | |
| Associated Instructional Objectives: | | | |
| Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. | | 6-12.USHI.4.1.2 480.01b | |
| Identify fundamental values and principles as expressed in significant writings and speeches such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. | | | |
| Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and common good. | | 480.01d | |
| Explain the relationship between individual freedoms and personal responsibility in the United States. | | 482.01b | |
| Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. | | 6-12.USHI.1.1.3 | |
| Describe ways in which citizens participated in early American public life. | | 6-12.USHI.4.3.2 482.01e | |
| Describe ways in which citizens can participate in public life. | | | |

| No. | Performance Objective | Resource Reference | Assessment Correlation |
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| 01 | Explain the rights and protections guaranteed to individuals in the Constitution. | Constitutional Handbook | EOC TMA |
| 02 | Analyze how the Constitution both promotes and limits democracy. | Constitutional Handbook | EOC TMA |
| 03 | Identify personal behaviors that contribute to strengthening a democratic republic. | Constitutional Handbook | EOC TMA |

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| Unit 5 | The Federal Era and the Jeffersonian Succession | Semester 1, 4 weeks |
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| Instructional Objective 1305.10 Understand the problems and actions of the presidential administrations of the Federalist era. | | Standard Reference 130510 | |
| Associated Instructional Objective: | | | |
| Provide and evaluate examples of social and political leadership in early American history. | | 6-12.USH1.4.3.1 474.01d | |
| Analyze the role of government policy in the early economic development of the United States. | | 6-12.USH1.3.2.2 | |
| Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address. | | 480.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Assess the presidency of George Washington with regard to implementation of the Constitution and the conduct of domestic and foreign affairs. | Ch. 9 | EOC TMA |
| 02 | Analyze Hamilton's economic policies and Jefferson's opposition to them. | Ch. 9 | EOC TMA |
| 03 | Analyze Washington's concerns expressed in his Farewell Address. | Ch.9 | EOC |
| 04 | Explain the development and impact of the first American political party system. | Ch. 9 | EOC TMA |
| 05 | Explain the actions of the Adams' administration regarding international problems (e.g. undeclared naval war with France, Alien and Sedition Acts) and analyze the political responses. | Ch. 9 | EOC TMA |
| Instructional Objective 1305.11 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Identify and analyze the causes and consequences of the War of 1812. | | Standard Reference 6-12.USH1.1.1.4 478.01e | |
| Associated Instructional Objective: | | | |
| Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars. | | 6-12.USH1.5.1.1 | |
| Explain ways in which people responded to their physical environment in the early national history of the United States. | | 6-12.USH1.2.2.1 | |
| Understand the development of the Supreme Court's power and its significance from 1789 to 1814. | | 130511 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Evaluate the significance of Jefferson's election to the presidency. | Ch. 10 | EOC TMA |
| 02 | Trace the evolution of the Supreme Court's powers during the 1790s and early 19 th century and appraise John Marshall's precedent-setting decisions. | Ch. 10 | EOC TMA |

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| 03 | Outline the causes and consequences of the Louisiana Purchase. | Ch. 10 | EOC TMA |
| 04 | Examine the political and economic causes and effects of the War of 1812; explain the reasons for, and consequences of, Native American support for Britain; and analyze the sectional divisions caused by the war. | Ch. 10 | EOC TMA |

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| Unit 6 | The War of 1812 and the National Era | Semester 2, 2 weeks |
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| Instructional Objective | | Standard Reference | |
| 1305.12 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. <i>Analyze the effects of the War of 1812 on national development.</i> | | 6-12.USHI.1.1.4 478.01e | |
| Associated Instructional Objective: | | | |
| Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars. | | 6-12.USHI.5.1.1 | |
| Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism. | | 6-12.USHI.5.1.2 | |
| Discuss the use of the national interest as a criterion for shaping foreign policy. | | 6-12.USHI.5.1.3 | |
| Understand the development of the Supreme Court's power and its significance during the early nineteenth century. | | 130512 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Illustrate emerging nationalism following the War of 1812 as evidenced in American culture, national symbols, politics, and foreign policy. | Ch. 10 | EOC TMA |
| 02 | Explain the purpose and evaluate the significance of the Monroe Doctrine. | Ch. 11 | EOC TMA |
| 03 | Appraise the impact of the Marshall court on national development. | Ch. 11 | EOC TMA |
| Instructional Objective | | Standard Reference | |
| 1305.13 Explain the factors that contributed to the rise of industrialization in the 19th century. <i>Know the factors that contributed to the rise of industrialization in the 19th century.</i> | | 9-12.USI.2.1.4.1 496.01a | |
| Associated Instructional Objective: | | | |
| Describe the emergence and evolution of a market economy. | | 6-12.USI.3.2.1 | |
| Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. | | 6-12.USI.1.4.2 | |

| Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States. | | 6-12.USHI.1.4.1 477.01a | |
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| Explain ways in which people responded to their physical environment in the early national history of the United States. | | 6-12.USHI.2.2.1 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain the development and assess the impact of the factory system and the transportation and market revolutions on antebellum American society. | Ch. 11 | EOC TMA |
| 02 | Explain the impact of major inventions of the 19 th century on the American economic system. | Ch. 11 | EOC TMA |
| 03 | Examine the economic and social impact of the cotton gin on the nation's regions. | Ch. 11 | EOC TMA |
| 04 | Explore Southern commitment to the plantation system as the driving force behind the Southern way of life. | Ch. 11 | TMA |

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| Unit 7 | Jacksonian Democracy, Reform, and Expansion | Semester 2, 4 weeks |
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| Instructional Objective 1305.14 Understand the social, political, and economic changes and challenges of the Age of Jackson (1824-1840). | | Standard Reference 130514 | |
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| Associated Instructional Objectives: | | | |
| Provide and evaluate examples of social and political leadership in early American history. | | 6-12.USHI.4.3.1 | |
| Explain how and why powers are distributed and shared between national and state governments in the United States. Analyze the issues surrounding centralized government versus states' rights issues. | | 6-12.USHI.4.2.2 474.01e | |
| Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians. Explain how the westward migration impacted Native Americans. | | 6-12.USHI.1.3.1 478.01d 495.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Analyze the growth and limitations of democracy in "the age of the common man." | Ch. 12 | EOC TMA |
| 02 | Explain the development of the second American party system. | Ch. 12 | EOC TMA |
| 03 | Explain how tariff policy, issues of states' rights, and debates over slavery influenced politics and sectionalism between 1820 and 1840. | Ch. 12 | EOC TMA |
| 04 | Examine Jackson's policy toward the Native | Ch. 12 | EOC |

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| | Americans and assess its significance. | | TMA |
| 05 | Evaluate the economic policies and decisions of the Jackson and Van Buren administrations. | Ch. 12 | EOC TMA |
| Instructional Objective 1305.14a Interpret how a literary/artistic work relates to the history and/or culture from which it originated. Identify literary, artistic, and philosophical works that influence and/or reflect cultural values. | | Standard Reference 9-12.I.3.2.2 980.02b | |
| Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. | | 6-12.US1.1.1.3 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Assemble/collect and explain contemporary examples of art, literature, and political philosophy/expression that illustrate the values and themes of Jacksonian Democracy. | Text | TMA |
| Instructional Objective 1305.15 Understand the sources, character, and effects of cultural, religious, and social reform movements in the antebellum period. | | Standard Reference 130515 | |
| Associated Instructional Objective: | | | |
| Describe the economic responses to industrialization and the emergence of the American labor movement. Analyze the rise of the labor movement. | | 9-12.US2.1.4.2 496.01b | |
| Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. | | 9-12.I.2.2.2 | |
| Explain the motives and consequences for the involuntary immigration to North America. | | 6-12.US1.1.2.2 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Identify factors that led to antebellum reform movements (e.g. the Great Awakening, temperance, abolition, prison reform, education reform, and women's rights). | Ch. 14 | EOC TMA |
| 02 | Characterize reform movements and evaluate their impact on American society. | Ch. 14 | EOC TMA |
| 03 | Explain the growth of the abolitionist movement and the public response in both the North and South. | Ch. 14 | EOC TMA |
| Instructional Objective 1305.16 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War. | | Standard Reference 6-12.US1.1.1.2 479.01b | |
| Associated Instructional Objective: | | | |

| Analyze the religious, political, and economic motives of European immigrants who came to North America. Identify motives for migration and immigration in and to the United States. | | 6-12.USHI.1.2.1 495.01b | |
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| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | List the changes in immigration and migration patterns in the United States prior to the Civil War. | Ch. 13, 14 | EOC TMA |
| 02 | Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. | | TMA |
| 03 | Explain the growth and impact of nativism as a response to Irish and German immigration. | Ch. 14 | EOC TMA |
| Instructional Objective 1305.17 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. Describe the United States territorial expansion between 1801 & 1861 and how it affected relations with external powers and Native Americans. | | Standard Reference 6-12.USHI.1.5.5 475.01e 494.01e | |
| Associated Instructional Objectives: | | | |
| Know the factors that contributed to Western expansion in the United States in the early 1800s. | | 475.01f 494.01d | |
| Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States. | | 6-12.USHI.1.2.3 476.01d | |
| Illustrate westward migration across North America. Identify motives for migration and immigration in and to the United States. | | 6-12.USHI.2.3.1 495.01a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explore the lure of the West and the reality of life on the frontier. | Ch. 13 | EOC TMA |
| 02 | Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. | Ch. 13 | EOC TMA |
| 03 | Evaluate the role of the federal government, non-native settlers, and Native Americans in the development of the West. | Ch. 13 | EOC TMA |
| 04 | Contrast the causes and character of the rapid settlement of California, Oregon, and Utah in the late 1840s and 1850s. | Ch. 13 | EOC TMA |
| 05 | Map the territorial expansion and major westward trails of the United States from 1803-1853. | Ch. 13 Historical Atlas | EOC TMA |

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| Instructional Objective 1305.17a Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. Compare similarities among contemporary and historical works of literature, art, music, and drama. | | Standard Reference 9-12.I.2.1.2 982.03e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Compare and contrast nineteenth century and early twenty-first century images/artistic descriptions of the American West (e.g. music, paintings, descriptions from literature). Account for the similarities and differences that you note. | | TMA |
| Instructional Objective 1305.18 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Identify and analyze the causes and consequences of the Mexican War. | | Standard Reference 6-12.USH1.1.1.4 497.01b | |
| Associated Instructional Objective: | | | |
| Explain the significance of principal policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars. | | 6-12.USH1.5.1.1 | |
| Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism. | | 6-12.USH1.5.1.2 | |
| Discuss the use of the national interest as a criterion for shaping foreign policy. | | 6-12.USH1.5.1.3 | |
| Explain how and why powers are distributed and shared between national and state governments in the United States. Analyze the issues surrounding centralized government versus states' rights issues. | | 6-12.USH1.4.2.2 474.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain the peaceful resolution of the Oregon dispute with Great Britain in 1846. | Ch. 13 | EOC TMA |
| 02 | Examine the causes of the Texas War for Independence and the Mexican War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. | Ch. 13 | EOC TMA |
| 03 | Assess the role of compromise in the decades prior to 1850 (e.g. Missouri Compromise, Tariff of 1833). | Ch. 15 | EOC TMA |
| 04 | Analyze how the debates over the extension of slavery strained national unity and fostered sectionalism. | Ch. 15 | EOC TMA |

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| Instructional Objective 1305.18a Relate arts and humanities disciplines to ethical and/or human issues. Identify and explain how historical figures, events, or conditions have dramatically impacted philosophical, aesthetic, or ethical issues. | | Standard Reference 9-12.I.2.1.1 982.01b | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain the specific impact that one significant historical figure (e.g. Nat Turner, William Lloyd Garrison, Harriet Beecher Stowe) had on the issue of slavery in American society. | Text | TMA |

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| Unit 8 | Civil War and Reconstruction | Semester 2, 4 weeks |
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| Instructional Objective 1305.19 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Identify the causes and consequences of the Civil War and Reconstruction. | | Standard Reference 6-12.USHI.1.1.4 478.01e 497.01e | |
| Associated Instructional Objectives: | | | |
| Compare the economic development of the North with the South. | | 6-12.USHI.3.1.2 | |
| Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between Northern and Southern states. | | 478.01f | |
| Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War. | | 483.01e | |
| Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address. | | 480.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain why the Compromise of 1850 did not provide permanent remedy to sectional tensions. | Ch. 15 | EOC TMA |
| 02 | Explain how events after the Compromise of 1850 (e.g. the Kansas-Nebraska Act, growing free labor ideology in the North, and the Dred Scott decision) contributed to increasing sectional polarization. | Ch. 15, 16 | EOC TMA |
| 03 | Debate the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. | Ch. 15, 16 | EOC TMA |
| 04 | Chart the secession of the southern states and explain the process and reasons for secession. | Ch. 15,16 | EOC TMA |
| 05 | Compare the human and material resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. | Ch. 16 | EOC TMA |
| 06 | Identify events and turning points of the war (e.g. | Ch. 16, 17 | EOC |

| | division of loyalties within states such as Virginia and Tennessee, the draft riots, the election of 1864, battles such as Antietam and Gettysburg) and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. | | TMA |
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| 07 | Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. | Ch. 17 | EOC TMA |
| 08 | Explore the role and impact of blacks on the war effort in the North and the South. | Ch. 17 | EOC TMA |
| 09 | Analyze the purpose, meaning, and significance of Gettysburg Address. | Ch. 17 p. 524 | EOC TMA |
| Instructional Objective | | Standard Reference | |
| 1305.20 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. Identify the causes and consequences of the Civil War and Reconstruction. | | 6-12.USH1.1.1.4 478.01e 497.01e | |
| Associated Instructional Objective: | | | |
| Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good. | | 6-12.USH1.4.1.3 480.01d | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Compare the human and material costs of the war in the North and South and assess the war's impact on the nation's social, political, and economic institutions. | Ch. 17, 18 | EOC TMA |
| 02 | Explain how Southern states restricted the freedoms of African Americans. | Ch. 18 | EOC TMA |
| 03 | Contrast the Reconstruction policies of Lincoln, Andrew Johnson, and Congress, while assessing these policies as responses to changing events (including Lincoln's assassination). | Ch. 17, 18 | EOC TMA |
| 04 | Explain the provisions of the 13 th , 14 th , and 15 th amendments and the political forces supporting and opposing each. | Ch. 17, 18 | EOC TMA |
| 05 | Analyze how the Civil War and Reconstruction affected men's and women's roles and status in American society. | Ch. 18, 22 | TMA |
| 06 | Assess the successes and failures of Reconstruction. | Ch. 18 | EOC TMA |

| Instructional Objective | | Standard Reference | |
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| 1305.21 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual political rights. | | 6-12.US.1.4.4.1 474.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Explain the emergence of Jim Crow laws and analyze their impact on the lives of Americans. | Ch. 18, 21 | EOC TMA |
| 02 | Analyze and evaluate the impact of <i>Plessy v. Ferguson</i> (1896). | Ch. 21 | EOC TMA |

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| Unit 9 | Closing the Frontier | Semester 2, 2 weeks |
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| Instructional Objective | | Standard Reference | |
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| 1305.22 Evaluate the impact of western settlement on the nation's economic, political and social development. | | 130522 | |
| Associated Instructional Objective: | | | |
| Analyze the role of government policy in the early economic development of the United States. | | 6-12.US.1.3.2.2 | |
| Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians. | | 6-12.US.1.1.3.1 | |
| Explain how and why events may be interpreted differently according to the points of view of participants and observers. | | 6-12.US.1.1.3.2 | |
| Discuss the resistance of American Indians to assimilation. | | 6-12.US.1.1.3.3 | |
| Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. | | 6-12.US.1.1.2.3 | |
| Examine the impact of migration and government policy on the encroachment of Native American territory. | | 495.01e | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Examine the challenges of building the transcontinental railroads. | Ch. 20 | EOC TMA |
| 02 | Identify the effects of the transcontinental railroads on the West and on the nation. | Ch. 20 | EOC TMA |
| 03 | Explain how major geographical and technological influences (e.g. mechanized farming, hydraulic engineering, and barbed wire) affected farming, mining, and ranching. | Ch. 20 | EOC TMA |
| 04 | Analyze the role of the federal government (especially in terms of land, water, and Indian policies) in the economic transformation of the West. | Ch. 20 | EOC TMA |
| 05 | Explain the emergence and characteristics of cooperatives, the Grange, and the Populist movement as responses to industrialization and changing markets. | Ch. 19 | EOC TMC |

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| 06 | Examine diaries, journals, and other literary works to explore the daily life of women on the frontier and compare their experiences with women in the East. | Ch. 19 | TMA |
| 07 | Analyze the causes and effects of the “second great removal,” (e.g. the reservation system and the Dawes Act) and evaluate the legacy of federal Indian policies during the 19 th century. | Ch. 19 | EOC TMA |
| Instructional Objective 1305.22a Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. Compare cultural similarities and/or differences among contemporary post-World War II works of literature, art, music, dance, and drama. | | Standard Reference 9-12.I.2.1.2 982.03d | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Compare the similarities and differences in the artistic treatment of an historical event (e.g. the siege of the Alamo, The Battle of Little Big Horn), as expressed in at least two modern (post-World War II) accounts, each representing a different cultural point of view. | | TMA |

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| Unit 10 | The Gilded Age: Industrialization, Urbanization, and Immigration | Semester 2, 4weeks |
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| Instructional Objective 1305.23 Explain the factors that contributed to the rise of industrialization in the 19 th century. Know the factors that contributed to the rise of industrialization in the 19th century. | | Standard Reference 9-12.US2.1.4.1 496.01a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Evaluate the careers and contributions of prominent industrial and financial leaders of the Gilded Age (e.g. Vanderbilt, Carnegie, Rockefeller and Morgan). | Ch. 20 | EOC TMA |
| 02 | Explain how business leaders used various types of business organizations to expand markets, limit competition, and maximize profits in the late 19 th century. | Ch. 20 | EOC TMA |
| 03 | Examine and illustrate the role of new technology, communication and transportation in the growth of industrialization. | Ch. 20 | EOC TMA |
| Instructional Objective 1305.24 Describe the economic responses to industrialization and the emergence of the American labor movement. Analyze the rise of the American labor movement. | | Standard Reference 9-12.US2.1.4.2 496.01b | |
| No. | Performance Objective | Resource Reference | Assessment |

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| 01 | Describe the problems of the American worker in the 1800s and how they attempted to bring about change. | Ch. 14 | EOC TMA |
| 02 | Trace the formation and describe the organization of labor unions of the 19 th century. | Ch. 20 | EOC TMA |
| 03 | Examine the major events in the labor struggle of the late 1800s (e.g. the Haymarket event and the Homestead and Pullman strikes). | Ch. 20 | EOC TMA |
| Instructional Objective 1305.24a Relate arts and humanities disciplines to ethical and/or human issues. Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness. | | Standard Reference 9-12.I.2.1.1 982.02a | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Identify a nineteenth century hero or popular figure who embodies the spirit of Manifest Destiny, political compromise, or unbridled finance capitalism. Identify the moral issues and ethical questions raised by this person's behavior/values/goals. | Text | TMA |
| Instructional Objective 1305.25 Identify motives for continued immigration to the United States. Identify motives for migration and immigration in and to the United States. | | Standard Reference 9-12.US2.1.2.1 495.01a | |
| Associated Instructional Objective: | | | |
| Analyze the changes in the political, social, and economic conditions of immigrant groups. Analyze the legal, political, social, and economic changes in the status of immigrant groups. | | 9-12.US2.1.2.2 495.01b | |
| Illustrate westward migration across North America. | | 6-12.US1.2.3.1 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Account for the migratory patterns of people from farms to cities, including the migration of African Americans from the South, and explain the factors that led to the rapid growth of cities. | Ch. 21 | EOC TMA |
| 02 | Examine effects of the rapid growth of American cities during the Gilded Age (e.g. challenges of governance, public health, recreation). | Ch. 21 | EOC TMA |
| 03 | Contrast the "old" and "new" immigration in terms of its numbers, and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. | Ch. 21 | EOC TMA |
| 04 | Illustrate the challenges, opportunities, and contributions of different immigrant groups. | Ch. 21 | TMA |

