

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**COURSE DESCRIPTION**

**Course Title:** United States History I CP  
**Course Number:** 00111  
**Course Prerequisites:** NA

**Course Description:** United States History I College Preparatory will cover the period from Exploration through the post-Civil War eras of Reconstruction and the Gilded Age. The course will examine how the United States faced the problems of settling new lands and forming a new government. Students will also look at the problems preserving the Union and resolving the issue of slavery. There will be an emphasis on how the government was formed and the challenges of a young nation. This course will include an overview of the social, economic, cultural, and historical developments and how these forces affected the politics of the times. College Preparatory (CP) U.S. History I differs from U.S. History I in that greater emphasis is placed on the skills required for success at the college level. Thus CP students will do more supplemental readings (especially primary source documents) as well as more writing assignments and research. It is recommended that students take this course only if they attained a final average of at least 80 percent in World Connections.

**Suggested Grade Level:** Grade 9

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 59: Social Studies

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:**  Yes  No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average  MP – Marking Period  EXM – Final Exam

**GPA Type:**

GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society  
 UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code:** 04102

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** American History  
**Publisher:** Houghton Mifflin Harcourt  
**ISBN #:** 9780544454194  
**Copyright Date:** 2018  
**WCSD Board Approval Date:** April 12, 2021

**Supplemental Materials:** Choices Program; DBQ Project Materials

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/14/2021  
**Date Approved:** 6/14/2021  
**Implementation Year:** 2021-2022

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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## PLANNED INSTRUCTION

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Explain how American Indians may have come to North America.	8.3.9.A	September
Describe the process by which different American Indians, groups, and cultures developed.	8.3.9.A	September
Describe the major culture areas prior to the arrival of Europeans.	8.3.9.A	September
Describe the conditions in Europe in the 15 <sup>th</sup> century.	8.3.9.A	September
Analyze how the changes taking place in Europe affected the people.	8.3.9.A	September
Describe the major developments on the Siberian Peninsula at the end of the Middle Ages and the start of the Renaissance.	8.3.9.A	September
Describe the development and cultural characteristics of West Africa in the fifteenth century.	8.3.9.A	September
Summarize the events that led to contact between Europeans and West Africa.	8.3.9.A	September
Explore the roots of the system of slavery.	8.3.9.A	September
Identify the goals of Christopher Columbus.	8.3.9.A	September
Explain the consequences of Columbus's journey to America.	8.3.9.A	September
Describe Spanish society in New Spain and Peru.	8.3.9.A	October
Evaluate the causes and effects of Spanish imperial policies in the American Southwest.	8.3.9.A	October
What were the characteristics of the government and the economy in the Southern colonies?	8.3.9.A	October

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
What were the goals of the Plymouth and Massachusetts Bay colonies?	8.3.9.A	October
What were the characteristics of the Middle colonies?	8.3.9.A	October
Identify major groups of immigrants that came to Britain's American colonies.	8.3.9.A	November
Explain how English ideas of government and the economy influenced life in the 13 colonies.	8.3.9.A	November
Analyze how life differed in each of the main regions of the British colonies.	8.3.9.A	November
Evaluate how Great Britain's wars with France affected the American colonies.	8.3.9.A	November
Identify and explain the reasons that caused the colonists to rebel against the British.	8.3.9.A	December
Identify the events that led the colonists to declare their independence.	8.3.9.A	December
Analyze the factors that helped the patriots win the war.	8.3.9.D	December
Explain what the Revolution accomplished and what ideas it set in motion.	8.3.9.C	January October
Interpret the first form of government created by the patriots and what events revealed the need for a new government.	8.3.9.C	January
Evaluate the changes made to the national government at the Constitutional Convention in 1787.	8.3.9.C	January
Identify the basic principles of the Constitution and explain the ratification process.	8.3.9.C	January
Explain the development of political parties.	8.3.9.C	January

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Evaluate how foreign policy changes affected political debate and shaped American government.	8.3.9.C	February
Interpret the successes and failures of Jefferson’s administration.	8.3.9.A	February
Identify the reasons the US went to war with Great Britain, and analyze the outcome of the war of 1812.	8.3.9.D	February
Analyze how transportation developments and industrialization affected the nation’s economy.	8.3.9.C	March
Compare and contrast the north and south during the 1st half of the century.	8.3.9.D	March
Analyze how domestic and foreign policies reflected the nationalism of the times.	8.3.9.C	March
Evaluate the changes that Jackson represented in American political life.	8.3.9.D	March
Identify major political issues emerging during the 1830s.	8.3.9.C	March
Explain how the Union finally collapsed into a civil war.	8.3.9.D	January April
Identify the main strategy points for the North and South during the war.	8.3.9.D	January
Describe how Gettysburg changed the course of the war.	8.3.9.D	April
Explain how the effects of Lincoln’s assassination.	8.3.9.A	April
Compare and Contrast the 3 phases of Reconstruction after the Civil War.	8.3.9.C	April
Describe how the South’s economy changed after the War.	8.3.9.C	April

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Explain how population growth is affected by natural resources and geographical factors.	8.3.9.C	May
How technology affected movement Westward.	8.3.9.C	May
Outline the push and pull factors that influenced US immigration.	8.3.9.D	January May
Evaluate the political atmosphere of the early 1900s.	8.3.9.C	May
Understand the populous movement legacy.	8.3.9.C	May
Describe the main political and economic issues of the Gilded Age.	8.3.9.C & 8.3.9.D	May

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** DBQS, PowerPoints, posters, brochures, worksheets, group projects, bell ringers, and video presentations.

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Tests, quizzes, and essays.