



Curriculum Document for Social Studies
Course Title: Early U.S. History (Beginning to 1877)
Grade: 9

Learner Objective #A.12.1: Students will be able to describe the physical attributes of various regions of the U.S. and the early exploration world as evidenced by discussions, written assignments, and tests.

- Mediterranean area
- Far East--Central Asia
- Europe--England
- 13 English colonies
- Mid-America--The early French explorations
- Southeastern Canada--The French and Indian War
- Revolutionary War locations
- Lewis and Clark expedition
- Pike expeditions (climate)
- War of 1812 locations
- Early transportation advances--early 1800's
- Expansion of the Continental U.S.
 - . Additions in the 1790's
 - . Sectional Balancing in the 1800's
 - . Missouri Compromise
 - . Mexican Cession
- + Manifest Destiny
 - . Movement to Oregon (climate)
 - . Movement to Texas
 - . Movement to California (climate)
 - . Mexican War
- + Kansas-Nebraska Developments
- + Civil War sites and developments

Learner Objective #A.12.11: Students will understand the various technological developments and the impact that these have had as evidenced by discussions, written assignments, and tests.

- **The Renaissance impact on world exploration.**
- **Industrial Revolution in England driving the settlement of America**
- **Industrial Revolution in America**
- **Eli Whitney’s “cotton gin” and impact on slavery**
- **Weapons developments during the Civil War**

Learner Objective #B.12.1 Students will see that conflict has helped to create and refine our history as evidenced by discussions, written assignments, and tests.

- + **Development of each of the 13 colonies**
 - . **Political**
 - . **Religious**
- + **French vs. English colonization of the New World**
- + **American vs. English political and economic needs leading to the American Revolution**
- + **Views on slavery**
- + **The status of women through time**
- + **Development of our basic rights**
- + **Struggle between state and national govt. powers**
- + **Conflicts between England and the U.S. leading to the War of 1812**
- + **Economic and social conflicts develop a distinctive “north” and “south” identity**
 - . **Slavery**
 - . **Tariffs**
 - . **Texas expansion**
 - . **Mexican War**
 - . **Kansas-Nebraska Act**
 - . **Civil War**
- + **Political conflicts lead to the impeachment of Andrew Johnson**

Learner Objective #B.12.3 The students will be able to identify the main characteristics of various social, economic, and political periods as evidenced by discussions, written assignments and tests.

- + **Mercantilist period of the 1500's and 1600's**
- + **Colonial period 1600's-1730's**
- + **Lead up to the Revolution 1750-1775**
- + **The American Revolution 1775-1783**
- + **The necessity for, and development of the Constitution 1780-1789**
- + **The era of American neutrality 1790's**
- + **Politics of the early 1800's**
- + **The Monroe era 1816-1824**
- + **The Jacksonian era 1824-1840**
- + **The development of slavery as a national issue 1820-1860**
- + **The era of political compromise 1820-1850**
- + **Manifest Destiny 1835-1850**
- + **Civil War 1860-1865**
- + **Reconstruction (as it was put in place) 1865**

Learning Objective #B.12.4 Students will assess the validity of various interpretations of historic events as evidenced by discussions, written assignments, and tests.

- + **The populating of the Western hemisphere**
- + **Concepts of self-government in the New World**
- + **Concepts of religious freedom in the New World**
- + **French vs. British view of colonizing the New World**
- + **Various incidents and issues leading to the Revolution**
- + **States' rights vs. govt. issues while writing the Constitution**
- + **Election of 1796**
- + **Election of 1800**
- + **The judicial decisions of John Marshall**
- + **The War of 1812 and collateral issues**
- + **The development and long range results of the Monroe Doctrine**
- + **Andrew Jackson's economic policies-Panic of 1837**
- + **Pro-slavery argument vs. Abolition**
- + **Validity of issues leading to conflict with Mexico**
- + **The great compromises of the slave era-*Missouri, 1833, 1850***
- + **The Dred Scott case**
- + **Issues leading to the Civil War, and the war itself**
- + **Reconstruction of the Union-various plans**
- + **Impeachment of Andrew Johnson**

Learning Objective #B.12.5 Students will analyze issues of freedom, equality, and conscience as they are developed throughout the year, as evidenced by discussions, written assignments, and tests.

- + **The development of religious freedom driven by early religious refugees to America**
- + **Limited democracy-early voting restrictions**
- + **Perceived issues of freedom that led to the American Revolution**
- + **Weaknesses of the Articles of Confederation**
- + **The writing of the Constitution**
- + **Slavery**
- + **The Dred Scott case, Plessy vs. Ferguson, and Brown vs. Board of Education of Topeka as the definers of African-American rights in history**

Learning Objective #B.12.6 Students will understand the significant concepts of important documents as evidenced by discussions, written assignments, and tests

- + **Articles of Confederation-1781**
- + **Constitution of the U.S.-1787-1789**
- + **Bill of Rights-1791**

Learning Objective #B.8 Students will recognize the work of significant individuals in American History as evidenced by discussions, written assignments, and tests

- + **Representative individuals**
 - . **Columbus**
 - . **Coronado**
 - . **Estevanico**
 - . **Thomas Hooker**
 - . **Roger Williams**
 - . **William Penn**
 - . **George Calvert**
 - . **John Smith**
 - . **James Oglethorpe**
 - . **Samuel Adams**
 - . **John Locke**
 - . **Thomas Jefferson**
 - . **George Washington**
 - . **Benjamin Franklin**
 - . **Patrick Henry**
 - . **James Madison**
 - . **John Adams**
 - . **Aaron Burr**
 - . **John Marshall**
 - . **James Monroe**
 - . **John Quincy Adams**
 - . **Andrew Jackson**
 - . **Henry Clay**
 - . **John Calhoun**
 - . **John Brown**
 - . **James K. Polk**
 - . **John Tyler**
 - . **Sam Houston**
 - . **Franklin Pierce**
 - . **Stephen A. Douglas**
 - . **Abraham Lincoln**
 - . **Robert E. Lee**
 - . **U.S. Grant**
 - . **Andrew Johnson**

Learning Objective #B.12.10 Students will understand instances of scientific, intellectual, and religious change and how these impacted our beliefs and values, as evidenced by discussions, written assignments and tests.

- + Renaissance
- + Protestant Reformation-Impact on English, and therefore American culture
- + Industrial Revolution-England
- + The Enlightenment and the Great Awakening of the 1700's
- + Industrial Revolution

Learning Objective #B.12.15 Students will appreciate the complexity of difficult political and ethical decisions as evidenced by discussions, written assignments, and tests.

- + The Puritans in coming to America
- + The John Peter Zenger trial
- + William Penn's decision to become a Quaker
- + The moral decision to revolt against England or remain a Loyalist
- + The Aaron Burr treason trial as handled by Chief Justice John Marshall
- + The Hartford Convention of 1814
- + Henry Clay's three compromises
- + John Brown's attacks in Kansas and at Harper's Ferry
- + Lincoln's decision to issue the Emancipation Proclamation

Learning Objective #B.12.18 Students will appreciate the history of slavery in America, and early efforts to eliminate this practice, as evidenced by discussions, written assignments, and tests.

- + Background of African culture
- + Slavery in early America
- + The Abolition movement
- + Court cases that defined African status in America
 - . Dred Scott vs. Sanford-1857
 - . Plessy vs. Ferguson-1896
 - . Brown vs. Board of Education of Topeka

Learning Objective #C.12.1 Students will understand the importance of the basic rights of American citizens, and the implied responsibilities that accompany these rights, as evidenced by discussions, group work, written assignments, and tests.

- + Bill of rights-group work
- + Amendments to the Constitution-Amendment 14

Learning Objective #C.12.2 Students will recognize the comparison between the U.S. (with its English heritage) and Latin American nations in their protection of human rights as evidenced by discussions and tests.

- + English defeat of the Spanish Armada in 1588 and the implications for our history

Learning Objective #C.12.3 Students will understand the importance of judicial interpretations of laws and rights as evidenced by discussions, group work, written assignments, and tests.

- + Aaron Burr treason trial
- + Constitution court cases
- + Dred Scott case, Plessy, Brown
- + Amendment 14

Learning Objective #C.12.6 Students will understand the concepts of federalism, separation of powers, and the advantages and disadvantages of each as evidenced by discussions, written assignments and tests.

- + Constitution of the United States

Learning Objective #C.12.7 Students will recognize the impact of political parties and interest groups and their influence on national politics and society as evidenced by discussions, written assignments, and tests.

- + **Federalists 1796-1824**
- + **Republicans 1796-1832**
- + **Democrats 1832-Present**
- + **Liberty Party 1840's**
- + **Free Soilers 1850's**
- + **Know Nothings 1840's-1850's**

Learning Objective #C.12.8 Students will react to, consider, and expound on issues of current public concern as evidenced by discussions.

- + **Friday news discussions**
- + **Discussions relevant to class content on any given day**

Learning Objective #C.12.10 Students will understand the electoral process and appreciate the individual voter's role in this process as evidenced by discussions, written assignments, and tests.

- + **Constitution of the U.S.**
- + **Election of 1796**
- + **Election of 1800**
- + **Election of 1824**
- + **Election of 1852**
- + **Election of 1860**

Learning Objective #C.12.13 Students will compare and contrast various governmental/political systems as evidenced by discussions, written assignments and tests.

- + **Divine right of kings**
- + **John Locke's political theory**
- + **U.S. Constitution-operation of government**

Learning Objective #D.12.2 Students will understand basic concepts and causes of inflation and deflation as evidenced by discussions, written assignments, and tests.

- + Currency Act of 1764
- + Panic of 1819
- + Panic of 1837

Learning Objective #D.12.4 Students will define mercantilism and recognize its importance in the economic growth of America as evidenced by discussions and tests.

- + Mercantilism in the 1500's and 1600's

Learning Objective #D.12.5 Students will recognize the characteristics of recessionary cycles and how bank conduct impacted these cycles. They will further see how the role of government has evolved in managing these, as evidenced by discussions and tests.

- + Panic of 1819
- + Panic of 1837

Learning Objective #D.12.14 Students will understand the current role of the Federal Reserve and the nation's banks in the managing of monetary policies and economic cycles as evidenced by discussions, and tests.

- + Panic of 1819
- + Panic of 1837

Learning Objective #E.12.4 Students will identify major familial, religious, educational, recreational, and cultural traits of the early colonists in the U.S. as evidenced by discussions, group exchange and tests.

- + Life in Colonial America group study

Learning Objective #E.12.9 Students will defend beliefs on ethical and moral issues as evidenced by discussions.

- + Friday news discussions
- + Relevant parallel issues as they arise during discussion of content

Learning Objective #E.12.12 Students will note attempts during our history to end discrimination based on race and sex as evidenced by discussions, and tests.

- + Quakers' early resistance to slavery
- + American Colonization Society
- + American Anti-slavery Society
- + Supreme Court decisions defining African-American status
- + Fourteenth Amendment as interpreted after 1954

You would continue to bullet items under these objectives that are things you ACTUALLY TEACH. Remember this is just a sample and not necessarily an accurate account of 4th grade social studies. What do you want students to know by the time they finish your course???? That is what this document answers.