

# CPSD U.S. History 1800 to 1900 Year-at-a-Glance (36 weeks)

FIRST SEMESTER - QUARTER 1		FIRST SEMESTER - QUARTER 2																													
<b>Class Intro, Historical Thinking Skills and Geography Review</b> (1 week)	<b>Unit 1</b> <a href="#">Arkansas Act 1284</a> : <b>Mandated Review of Pre-Colonial-Early 19th Century</b> (4 weeks)	<b>Unit 2</b> <b>Growing Nation and National Identity</b> (4 weeks)	<b>Unit 3</b> <b>Expansion and Reform</b> (9 weeks)																												
<b>Concepts</b> <ul style="list-style-type: none"> <li>Building class rapport</li> <li>Class expectations</li> <li>Technology compliance</li> <li>Syllabus/Materials</li> <li>Historian skills preview</li> </ul>	<b>Concepts</b> <ul style="list-style-type: none"> <li>Geography Review</li> <li>Pre-Colonial Review</li> <li>Colonization and Settlement</li> <li>Revolution and the New Nation</li> </ul>	<b>Concepts</b> <ul style="list-style-type: none"> <li>Age of Thomas Jefferson</li> <li>Louisiana Purchase</li> <li>Judicial Review</li> <li>War of 1812</li> <li>Era of Good Feelings</li> </ul>	<b>Concepts</b> <ul style="list-style-type: none"> <li>The Age of Andrew Jackson</li> <li>Industrialization</li> <li>Immigration</li> <li>Social Reforms</li> <li>Manifest Destiny and Westward Expansion</li> <li>Antebellum Sectionalism vs. Nationalism</li> </ul>																												
<b>AR Content Standards</b> This is a review of Eras 1-6 of the Arkansas frameworks. Students will examine and explain major trends, changes, and developments in U.S. history from the beginnings to 1820 C.E.  Eras of study include: Era 1: Beginnings to 1620 Era 2: Colonization and Settlement 1585-1763 Era 3: Revolution and the New Nation 1754-1820s		<b>AR Content Standards</b> Era4.1.8.1 Era4.1.8.2 Era4.1.8.3 Era4.1.8.4 Era4.1.8.6	<b>AR Content Standards</b> Era4.1.8.1 Era4.1.8.2 Era4.1.8.3 Era4.1.8.4 Era4.1.8.5 Era4.1.8.6																												
<b>AR Literacy Standards</b>  <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">RH.6-8.1</td> <td style="width: 25%;">RH.6-8.6</td> <td style="width: 25%;">WH.6-8.1</td> <td style="width: 25%;">WH.6-8.6</td> </tr> <tr> <td>RH.6-8.2</td> <td>RH.6-8.7</td> <td>(see a-f)</td> <td>WH.6-8.7</td> </tr> <tr> <td>RH.6-8.3</td> <td>RH.6-8.8</td> <td>WH.6-8.2</td> <td>WH.6-8.8</td> </tr> <tr> <td>RH.6-8.4</td> <td>RH.6-8.9</td> <td>(see a-f)</td> <td>WH.6-8.9</td> </tr> <tr> <td>RH.6-8.5</td> <td>RH.6-8.10</td> <td>WH.6-8.3</td> <td>WH.6-8.10</td> </tr> <tr> <td></td> <td></td> <td>WH.6-8.4</td> <td></td> </tr> <tr> <td></td> <td></td> <td>WH.6-8.5</td> <td></td> </tr> </table>				RH.6-8.1	RH.6-8.6	WH.6-8.1	WH.6-8.6	RH.6-8.2	RH.6-8.7	(see a-f)	WH.6-8.7	RH.6-8.3	RH.6-8.8	WH.6-8.2	WH.6-8.8	RH.6-8.4	RH.6-8.9	(see a-f)	WH.6-8.9	RH.6-8.5	RH.6-8.10	WH.6-8.3	WH.6-8.10			WH.6-8.4				WH.6-8.5	
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# CPSD U.S. History 1800 to 1900 Year-at-a-Glance (36 weeks)

## SECOND SEMESTER - QUARTER 3

## SECOND SEMESTER - QUARTER 4

### Unit 4 Civil War and Reconstruction (9 weeks)

### Unit 5 Foundations of the American Century (9 weeks)

**Concepts**

- Southern Economy vs. Northern Economy
- Slavery vs. Abolitionist
- Causes of the American Civil War
- American Civil War
- Battlefield and the Homefront
- Reconstruction

**Concepts**

- Life on the Frontier
- Populism
- Second Industrial Revolution
- Big Business vs. The Labor Movement
- Gilded Age Politics
- The Waves of Immigration and Nativism
- American Imperialism

**AR Content Standards**

- Era5.2.8.1
- Era5.2.8.2
- Era5.2.8.3
- Era5.2.8.4
- Era5.2.8.5
- Era5.2.8.6

**AR Content Standards**

- Era6.3.8.1
- Era6.3.8.2
- Era6.3.8.3
- Era6.3.8.4
- Era6.3.8.5
- Era6.3.8.6
- Era6.3.8.7

**AR Literacy Standards**

RH.6-8.1	RH.6-8.6	WH.6-8.1	WH.6-8.6
RH.6-8.2	RH.6-8.7	(see a-f)	WH.6-8.7
RH.6-8.3	RH.6-8.8	WH.6-8.2	WH.6-8.8
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RH.6-8.5	RH.6-8.10	WH.6-8.3	WH.6-8.10
		WH.6-8.4	
		WH.6-8.5	

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

**\*\*Unit 1: [Arkansas Act 1284](#): Mandated Review of Pre-Colonial-Early 19th Century**

<b>Unit 2</b>	<b>Growing Nation and National Identity</b>	<b>Grade Level</b>	8	<b>Approx length</b>	4 weeks
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**CPSD Power Standards with Student Learning Objectives**

<p><b>Era 4.1.8.3 - Examine economic, political, and geographic causes and effects of territorial expansion</b></p> <ul style="list-style-type: none"> <li>● I can tell the difference between primary and secondary sources.</li> <li>● I can determine the _____ of a source. (Point of View, Tone, Bias, Audience, occasion, author, perspective.)</li> <li>● I can explain the process of <i>territorial expansion</i> (<i>Insert: specific expansion</i>)</li> </ul> <p><b>Era 4.1.8.4 - Analyze purposes, implementation, and effects of public policies (e.g., currency and banking, Indian Removal, disenfranchisement, economic growth, Manifest Destiny)</b></p> <ul style="list-style-type: none"> <li>● I can tell the difference between primary and secondary sources.</li> <li>● I can determine the _____ of a source. (Point of View, Tone, Bias, Audience, occasion, author, perspective.)</li> <li>● I can explain the government’s reasoning for _____ (<i>public policy</i>).</li> <li>● I can evaluate the effectiveness of _____ (<i>public policy</i>).</li> </ul>
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**Learning Indicators of Power Standards**

<p>Students will know...</p> <p><b>Era 4.1.8.3</b></p> <ul style="list-style-type: none"> <li>● Examples of US territorial expansion (i.e. 13 Colonies, Louisiana Purchase, Texas Annexation, Mexican Cession)</li> <li>● Content specific vocabulary (mercantilism, colonialism, agrarian, national defense, manifest destiny, independence, nationalism, sectionalism, slavery, and industrialism)</li> <li>● People and governments move and expand for tremendously different reasons: economic opportunities, religious reasons, safety, forced removal, community, adventure, desire for power, etc.</li> <li>● Important people, groups, issues, events, etc. for a specific territorial expansion</li> </ul> <hr/> <p><b>Era 4.1.8.4</b></p> <ul style="list-style-type: none"> <li>● Describe             <ul style="list-style-type: none"> <li>○ Purpose of policy (Reason/Causes)</li> <li>○ Implementation of policy (Enforcement, laws, regulations, etc.)</li> <li>○ Effects of policy</li> </ul> </li> </ul>	<p>And be able to...</p> <p><b>Era 4.1.8.3</b></p> <ul style="list-style-type: none"> <li>● Identify primary and secondary sources</li> <li>● Identify perspectives, point of view, tone, bias, audience, occasion, author, etc.</li> <li>● Cite supporting evidence from relevant primary and secondary sources.</li> <li>● Connect ideas, claims, and reasons</li> <li>● Using multiple formats construct an arguments/opinions in a clear and concise manner USING evidence from primary and secondary sources</li> <li>● Identify economic, geographic, social, and government/politics causes and effects of territorial expansion.</li> </ul> <hr/> <p><b>Era 4.1.8.4</b></p> <ul style="list-style-type: none"> <li>● Using a primary and/or secondary source cite evidence.</li> <li>● Connect ideas, claims, and reasons</li> <li>● Using multiple formats construct an arguments/opinions in a clear and concise manner USING evidence from primary and secondary sources.</li> </ul>
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- Important people, groups, issues, events, etc. for a specific public policy debate
- Identify purpose, implementation, and effects
  - Determine the positive and negative economic, social, political, and geographic purposes, implementation, and effects.
- Identify perspectives, point of view, tone, bias, audience, occasion, author, etc..
- Identify primary and secondary sources

**Additional Arkansas State Standards**

Era4.1.8.1  
Era4.1.8.2  
Era4.1.8.6

<b>Unit 3</b>	<b>Expansion and Reform</b>	<b>Grade Level</b>	8	<b>Approx Length</b>	9 weeks
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**CPSD Power Standards with Student Learning Objectives**

**Era 4.1.8.3 - Examine economic, political, and geographic causes and effects of territorial expansion**

- I can tell the difference between primary and secondary sources.
- I can determine the \_\_\_\_\_ of a source. (Point of View, Tone, Bias, Audience, occasion, author, perspective.)
- I can explain the process of *territorial expansion* (*Insert: specific expansion*)

**Era 4.1.8.4 - Analyze purposes, implementation, and effects of public policies (e.g., currency and banking, Indian Removal, disenfranchisement, economic growth, Manifest Destiny)**

- I can tell the difference between primary and secondary sources.
- I can determine the \_\_\_\_\_ of a source. (Point of View, Tone, Bias, Audience, occasion, author, perspective.)
- I can explain the government’s reasoning for \_\_\_\_\_ (*public policy*).
- I can evaluate the effectiveness of \_\_\_\_\_ (*public policy*).

**Learning Indicators of Power Standards**

Students will know...

**Era 4.1.8.3**

- Examples of US territorial expansion (i.e. 13 Colonies, Louisiana Purchase, Texas Annexation, Mexican Cession)
- Content specific vocabulary (mercantilism, colonialism, agrarian, national defense, manifest destiny, independence, nationalism, sectionalism, slavery, and industrialism)
- People and governments move and expand for tremendously different reasons: economic opportunities, religious reasons, safety, forced removal, community, adventure, desire for power, etc.
- Important people, groups, issues, events, etc. for a specific territorial expansion

**Era 4.1.8.4**

- Describe
  - Purpose of policy (Reason/Causes)
  - Implementation of policy (Enforcement, laws, regulations, etc.)
  - Effects of policy

And be able to...

**Era 4.1.8.3**

- Identify primary and secondary sources
- Identify perspectives, point of view, tone, bias, audience, occasion, author, etc.
- Cite supporting evidence from relevant primary and secondary sources.
- Connect ideas, claims, and reasons
- Using multiple formats construct an arguments/opinions in a clear and concise manner USING evidence from primary and secondary sources
- Identify economic, geographic, social, and government/politics causes and effects of territorial expansion.

**Era 4.1.8.4**

- Using a primary and/or secondary source cite evidence.
- Connect ideas, claims, and reasons
- Using multiple formats construct an arguments/opinions in a clear and concise manner USING evidence from primary and secondary sources.

- Important people, groups, issues, events, etc. for a specific public policy debate
- Identify purpose, implementation, and effects
  - Determine the positive and negative economic, social, political, and geographic purposes, implementation, and effects.
- Identify perspectives, point of view, tone, bias, audience, occasion, author, etc..
- Identify primary and secondary sources

**Additional Arkansas State Standards**

Era4.1.8.1  
Era4.1.8.2  
Era4.1.8.5  
Era4.1.8.6

<b>Unit 4</b>	<b>Civil War and Reconstruction</b>	<b>Grade Level</b>	8	<b>Approx Length</b>	9 weeks
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**CPSD Power Standards with Student Learning Objectives**

**RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

- I can determine the central idea of a text.
- I can analyze the context of a document to determine relevance.
- I can summarize a text.
- I can differentiate between a primary and secondary source.
- I can recognize how key ideas and details develop over time.

**RH.6-8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**

- I can identify the author's point of view or purpose.
- I can compare and contrast multiple sources on the same topic.
- I can determine the relevance and effectiveness of a source.
- I can gather relevant information from a variety of sources.
- I can compare and contrast each author's claims.

**WHST.6-8.1 - Write arguments focused on discipline specific content.**

- I can explain the difference between primary and secondary sources.
- I can select, investigate and present a topic using relevant primary and secondary resources.
- I can annotate, paraphrase, and/or summarize a citation/source to avoid plagiarism.
- I can use technology to help me give credit to my sources.
- I can use appropriate and effective research techniques.

**WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- I can write a strong argument.
  - I can write a strong claim.
  - I can support a claim with relevant evidence.
  - I can anticipate and refute a counterclaim.
  - I can write an effective conclusion.
- I can appropriately give credit in writing to others for their ideas.
- I can revise and edit my writing based on feedback.



## Learning Indicators of Power Standards

Students will know...

### RH 6-8.2

- Plagiarising vs. paraphrasing vs. summarizing
- Primary vs. secondary sources
- That authors develop the central idea over the course of a text
- Change and continuity of key events and ideas

### RH 6-8.6

- The difference between point of view and perspective
- That historical context influences an author's view

### WHST.6-8.1

- The different components of an argument
  - Claim
  - Counterclaim
  - Refutation of counterclaim
- What constitutes relevant evidence
- Effective techniques for writing a conclusion
- Formal tone of academic writing
- Editing/revision strategies

And be able to...

### RH 6-8.2

- Interpret information from both primary and secondary sources
- Identify the main idea or theme of the text
- Summarize key events and ideas presented in the text
- Analyze sources to look for continuity or change over time
- Determine point of view
- Recognize how key ideas and details develop over time.

### RH 6-8.6

- Analyze the historical context provided in the source
- Determine the reliability of sources
- Produce a correlation between historical context and perspective
- Determine and analyze point of view (1st, 2nd, 3rd)
- Determine and analyze perspective
- Recognize and evaluate bias
- Compare and contrast each author's claims, reasoning, and evidence for the following:
  - credibility
  - relevance
  - effectiveness for the student's intended purpose

### WHST.6-8.1

- Create a draft including the components of an argument
  - Support historical argument with relevant evidence
  - Develop and refute a counterclaim to strengthen an argument
  - Draft an effective conclusion
- Cite sources appropriately
- Maintain an appropriate tone for academic writing
- Revise writing based on feedback

**WHST.6-8.8**

- What constitutes relevant evidence
- Effective techniques for writing a conclusion
- Formal tone of academic writing
- Identifying primary and secondary sources
- Definitions of credibility, accuracy, plagiarism, and paraphrase

**WHST.6-8.8**

- Paraphrase information from a cited source to avoid plagiarism
- Annotate sources
- Maintain an appropriate tone for academic writing
- Use primary and secondary source databases
- Give proper credit to sources used in analysis
- Use technological resources to aid in proper citation
- Credibility and accuracy of primary and secondary sources
- Use appropriate and effective research techniques

**Additional Arkansas State Standards**

Era5.2.8.1  
Era5.2.8.2  
Era5.2.8.3  
Era5.2.8.4  
Era5.2.8.5  
Era5.2.8.6

<b>Unit 5</b>	<b>Foundations of the American Century</b>	<b>Grade Level</b>	8	<b>Approx Length</b>	9 weeks
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**CPSD Power Standards with Student Learning Objectives**

**Era6.3.8.3 - Analyze the historical significance of individuals, groups, and events**

- I can analyze the historical significance of individuals, groups, and events in the late 1800s

**Learning Indicators of Power Standards**

<p>Students will know...</p> <p><b>Era6.3.8.3</b></p> <ul style="list-style-type: none"> <li>Important people, groups, issues, and events for a historical era.</li> <li>Identify purpose, implementation, and effects <ul style="list-style-type: none"> <li>Determine the positive and negative economic, social, political, and geographic purposes, implementation, and effects.</li> </ul> </li> <li>Identify perspectives, point of view, tone, bias, audience, occasion, author, etc..</li> <li>Identify primary and secondary sources</li> </ul>	<p>And be able to...</p> <p><b>Era6.3.8.3</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast individuals, groups, and events.</li> <li>Using a primary and/or secondary source as cite evidence.</li> <li>Connect ideas, claims, and reasons</li> <li>Using multiple formats construct an arguments/opinions in a clear and concise manner USING evidence from primary and secondary sources.</li> </ul>
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**Additional Arkansas State Standards**

Era6.3.8.1  
Era6.3.8.2  
Era6.3.8.4  
Era6.3.8.5  
Era6.3.8.6  
Era6.3.8.7