

## US History A

### Course Description

This course will examine the past 500 years of American history and beyond leading up to this very decade. We will examine the events that shaped our nation and also examine the constant themes that have continued to appear during these centuries. The main focus of American History A will be the eras from pre-History to the Civil War and Reconstruction.

### Scope and Sequence

Timeframe	Unit	Instructional Topics
3 Week(s)	<a href="#">Unit 1- Pre-History/Age of Exploration</a>	1.1: Tribal History
3 Week(s)	<a href="#">Unit 2- North American Colonization</a>	2.1: Factors of Colonization
3 Week(s)	<a href="#">Unit 3- French &amp; Indian War/American Revolution</a>	3.1: Cause and Effect of War
3 Week(s)	<a href="#">Unit 4- US Constitution</a>	4.1: Preparation for Civics Exam
2 Week(s)	<a href="#">Unit 5- Westward Expansion/Territorial Gains</a>	5.1: Settling in the West
3 Week(s)	<a href="#">Unit 6- US Civil War/Reconstruction</a>	6.1: Cause and Effect of Civil War

## UNIT 1: Pre History/Age of Exploration

**Duration of Unit: 3 Week(s)**

**Description of Unit:** Students will learn how to describe early Amerindian tribes and trace European settlement in North America during the 17th century.

**Essential Questions and/or Enduring Understandings:**

1.1: Tribal History

ESSENTIAL Standards	Learning Targets
<b>1.1</b>	Students will describe early Amerindian tribes in North America prior to the Age of Exploration.
	Students will trace European settlement in North America during the 17th century.
	Students will develop claims using evidence to support reasoning when answering inquiry questions.
	Students will use historical evidence for determining cause and effect.
	Students will evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author's point of view of contemporary issues.
NICE TO KNOW Standards	Learning Targets

## UNIT 2: North American Colonization

**Duration of Unit: 3 Week(s)**

**Description of Unit:** Students can trace the ways that the economy and society of British North America developed.

**Essential Questions and/or Enduring Understandings:**

2.1: Factors of Colonization

ESSENTIAL Standards	Learning Targets
2.1	Students will trace the ways that the economy and society of British North America developed.
	Students will develop claims using evidence to support reasoning when answering inquiry questions.
	Students will use historical evidence for determining cause and effect.
	Students will evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author's point of view of contemporary issues.
NICE TO KNOW Standards	Learning Targets

## UNIT 3: American Revolution

**Duration of Unit: 3 Week(s)**

**Description of Unit:** Students can identify the ideological, military and diplomatic aspects of the American Revolution.

**Essential Questions and/or Enduring Understandings:**

3.1: Cause and Effect of War

ESSENTIAL Standards	Learning Targets
<b>3.1</b>	Students will identify the ideological, military and diplomatic aspects of the American Revolution.
	Students will develop claims using evidence to support reasoning when answering inquiry questions.
	Students will use historical evidence for determining cause and effect.
	Students will evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author's point of view of contemporary issues.
NICE TO KNOW Standards	Learning Targets

## UNIT 4: US Constitution/WI Civics Requirement

**Duration of Unit: 2 Week(s)**

**Description of Unit:** Students can explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

**Essential Questions and/or Enduring Understandings:**

4.1: Preparation for Civics Exam

ESSENTIAL Standards	Learning Targets
<b>4.1</b>	Students will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution
	Students will understand the concepts laid out in the Constitution in order to pass the Wisconsin Civics Exam with a score of 65 or higher.

NICE TO KNOW Standards	Learning Targets

## UNIT 5: Westward Expansion/Territorial Acquisition

**Duration of Unit: 2 Week(s)**

**Description of Unit:** Students will analyze the impact of territorial expansion and population growth and explain the process of economic growth, along with its regional and national impact in the first half of the 19th century.

**Essential Questions and/or Enduring Understandings:**

5.1: Settling in the West

ESSENTIAL Standards	Learning Targets
5.1	Students will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.
	Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.
	Students will develop claims using evidence to support reasoning when answering inquiry questions.
	Students will use historical evidence for determining cause and effect.
	Students will evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author's point of view of contemporary issues.
NICE TO KNOW Standards	Learning Targets

## UNIT 6: Westward Expansion/Territorial Acquisition

**Duration of Unit: 3 Week(s)**

**Description of Unit:** Students will examine the causes and effects of the Civil War and the impact a failed Reconstruction had on modern day issues of the United States.

**Essential Questions and/or Enduring Understandings:**

6.1: Cause and Effect of Civil War

ESSENTIAL Standards	Learning Targets
<b>5.1</b>	Students will explain the relationship between growing north-south divisions and westward expansion.
	Students will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.
	Students will identify legal, political, and social dimensions of Reconstruction.
	Students will develop claims using evidence to support reasoning when answering inquiry questions.
	Students will use historical evidence for determining cause and effect.
	Students will evaluate a variety of primary and secondary sources to interpret the context, intended audience, purpose, and/or author's point of view of contemporary issues.
NICE TO KNOW Standards	Learning Targets