

# US I Curriculum Pacing Guide

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| <b>MP1</b> | Era 1: Colonization and Settlement (1585-1763)                     |
|            | Era 2: Revolution and the New Nation (1754-1820)                   |
| <b>MP2</b> | Era 3: Expansion and Reform (1801-1861)                            |
| <b>MP3</b> | Era 4: Civil War and Reconstruction (1850-1877)                    |
| <b>MP4</b> | Era 5: The Development of the Industrial United States (1870-1900) |

| Time/Week                | Standards   | Skills  | Essential Questions                             | Topics  | Resources   | Benchmark Questions |
|--------------------------|---|---|---|---|---|---------------------|
| <b>MP1</b>               |   |   |   |   |   |                     |
| <b>1</b>                 | Intro Routines, expectations  |   |   |   |   |                     |
| <b>2</b><br><br>(unit 2) | HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.   | -Evaluating impact<br>-Cause and effect<br>-Sourcing (Primary Sources)<br>-Sequencing | What are the impacts of global exchange?        | -Native Americans<br>-Jamestown<br>-Plymouth<br>-Impact of European colonization on Native Americans. | <a href="#">Colonies Map</a><br><br>HMH United States History unit 3, lessons 1-4               | 4-6,15              |
| <b>3</b><br><br>(unit 2) | CivicsPI.1.a: Explain how British North American Colonies adapted the British governance structure to fit their needs of individual rights, economic growth, and participatory government.<br><br>EconGE.1.a: Explain | -Compare/Contrast<br>-Cause and effect<br>-Sourcing (Primary Sources)<br>-Sequencing  | How does geography impact economic development? | -French and Indian War<br>-Mercantilism<br>-Colonial Economies  | HMH module 3<br>ABC-CLIO database Revolutionary era 1754-1783<br>(through media center website) | 1-3,19-21           |

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|                      | how economic ideas and the practices of mercantilism and capitalism conflicted during this period.   |   |   |  |  | 13,14 |
| 4<br><br>(unit<br>3) | HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. | -Contextualization<br>-Cause/Effect<br>-Sourcing<br>-Sequencing<br>-Primary Source Analysis | What are the causes and effects of revolution?<br><br>Were colonists justified in revolting against British rule?                                   | -Road to Revolution<br>-Declaration of Independence<br>-Enlightenment influence on Colonists' thinking | HMH module 3<br>ABC-CLIO database Revolutionary era 1754-1783 (through media center website),<br>Crash Course Black American History, <a href="#">1619 Project</a> , <a href="#">Many Rivers to Cross</a> , <a href="#">Women and Children in Colonial America</a> | 22,23 |
| 5<br><br>(unit<br>3) | HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world.  | -Evaluate importance<br>-Primary source analysis<br>-Cause/effect<br>-Sequencing            | What are the causes and effects of revolution?<br><br>Were colonists justified in revolting against British rule?                                   | -Declaration of Independence<br>-Course of the war   | HMH module 4<br>ABC-CLIO database Revolutionary era 1754-1783 (through media center website),<br><a href="#">Digital Inquiry Group</a>   | 9-12  |
| 6<br><br>(unit<br>4) | HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war  | -Contextualization<br>-Cause/Effect<br>-Sourcing<br>-Sequencing<br>-Primary Source Analysis | What are the causes and effects of revolution?<br><br>Were colonists justified in revolting against British rule?                                   | -Effects of the War  | HMH module 4<br>ABC-CLIO database Revolutionary era 1754-1783 (through media center website),<br><a href="#">Digital Inquiry Group</a>   | 22,23 |
| 7<br><br>(unit<br>4) | HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the  | -Primary Source Analysis<br>-Compare/Contrast<br>-Analyze (break down into smaller parts)   | How do separation of powers and checks and balances affect the U.S. Government?<br><br>What are the rights, liberties, and responsibilities of U.S. | Articles of Confederation<br><br>Constitution: principles, branches of government                      | HMH modules 5&6<br><br><a href="#">icivics: Constitution Day Lesson</a>  | 9-12  |

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|                      | spread of democracy around the world.  |   | citizens?<br><br>How is the Constitution a living document?   |                                   | <a href="#">Plan</a><br><br><a href="#">Constitutional Influencers Webquest</a><br><br><a href="#">Constitution's Cover Letter</a><br><br><a href="#">Anatomy of the Constitution</a><br><br>Crash Course Black American History: <a href="#">Constitution, % and Slave Trade Clause</a>  |       |
| <b>8</b><br>(unit 4) | HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time. | Contextualization<br>Sourcing<br>Cause/Effect<br>Sequencing | How do separation of powers and checks and balances affect the U.S. Government?<br><br>What are the rights, liberties, and responsibilities of U.S. citizens?<br><br>How is the Constitution a living document? | Bill of Rights, Individual rights | HMH modules 5&6<br><br><a href="#">Civics: Constitution Day Lesson Plan</a><br><br><a href="#">Constitutional Influencers Webquest</a><br><br><a href="#">Constitution's Cover Letter</a><br><br><a href="#">Anatomy of the Constitution</a><br><br>Crash Course Black American History: <a href="#">Constitution, % and Slave Trade Clause</a> | 16-18 |
| <b>9</b>             | Review for MP1 Benchmark   |   |   |                                   |   |       |

\*\*\* Things to consider:

- The textbook is not the curriculum. Make sure that you are looking at standards.
- Do not spend time on things that are not in the standards, even the things you have always taught.
- The standards do not discuss battles in great detail, so you don't need to spend too much time discussing these.

- For students from the US, the 1st MP is review and some greater in-depth thinking skills. For students who have emigrated from another country, you will have to help get them up to speed. This is where you will probably have to differentiate the most.