

Course Pacing Guide

Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title I: New Beginnings in the New World		Unit Essential Question:	
Semester: 1	Grading Period: 1 (27 days)	Why were the American colonies established and how did colonization impact the New World?	
Concept: Exploration and Colonization		Concept: Competition for Colonies	Concept: English Settlement
Standard(s): SS.8.A.1.2, SS.8.A.1.6, SS.8.1.7, SS.8.A.2.1, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3, SS.8.G.1.1, SS.8.G.1.2, SS.8.G.2.1, SS.8.G.3.1		Standard(s): SS.8.2.1, SS.8.E.1.1, SS.G.2.1, SS.8.A.2.5, LA.8.1.6.1, LA.1.6.3, LA.8.G.2.2	Standard(s): LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3, SS.8.A.1.5, SS.8.1.7, SS.8.A.2.1, SS.8.A.2.2, SS.8.A.2.5, SS.8.A.2.3, SS.8.2.4, SS.8.2.7, SS.8.E.1.1.1, SS.8.E.2.1, SS.8.E.3.1, SS.8.G.1.1, SS.8.G.1.2, SS.8.G.2.2, SS.8.G.4.4, SS.8.G.6.2, SS.8.C.1.4
<p>Lesson Essential Question:</p> <p>How do the European countries compare in the realm of “the Age of Exploration?”</p> <p>Where and why did European nations colonize the New World?</p> <p>What struggles did each nation face as they colonized the New World?</p> <p>How did the Spanish exploration and colonization of the Americas affect the Native populations that they came into contact with?</p> <p>What were the long-term effects of Spanish colonization of the Americas?</p>		<p>Lesson Essential Question:</p> <p>What possible consequences arise when cultures interact?</p> <p>How did religious rivalries in Europe impact the exploration and colonization of the Americas?</p> <p>How did the goals of European colonizers differ in their attempts at settling the Americas?</p> <p>How did the methods of exploring and colonizing differ between the various European countries?</p>	<p>Lesson Essential Question:</p> <p>How were the first English settlements of Plymouth and Jamestown founded in America?</p> <p>How did Native Americans interact with colonists in Plymouth and Jamestown and what impact did colonization have on Native Americans?</p> <p>How did the reasons for founding and the geography of each of the New England, Middle, and Southern colonies impact the religious, political, and economic institutions that developed in each region?</p> <p>How did the role of indentured servants and enslaved Africans affect the economy of the colonies?</p> <p>What impact did key colonial figures have on the economic, political, and social development of the colonies?</p> <p>How did the early forms of government in the colonies compare to American government today?</p> <p>What was the role of women in colonial America?</p> <p>How were the roles played by women in Colonial America affected by the geography and economics of the region in which they lived?</p>

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<p>Vocabulary: charter, conquistadores, mercantilism, chronology, primary/ secondary sources, landforms, relief map, elevation, efficiency, compass, strait, circumnavigate, alter, continent, “Columbian Exchange”, expedition, immunity, natives, epidemics, Southwest, respond, plains, missions, class system, plantations, cash crops, military post, port, harbor</p>	<p>Vocabulary: religious rivalries, Catholicism, Protestantism, the Catholic and Protestant Reformations, movement, emerge, armada, Northwest Passage, Papal Line of Demarcation, outlet, adrift, rebel, navigator, barter, pope, persecution</p>	<p>Vocabulary: Colonial, charter, merchant, joint-stock company, indentured servants, debt, locals, headright system, burgesses, representatives, royal colony, legislature, shareholders, financial, political, economy, dissenter, Separatists, “Mayflower Compact”, religious toleration, “Fundamental Orders of Connecticut”, ethnic, pacifists, Quakers, constitution, prosperous, estates, import/export, Mason-Dixon Line, philosopher, indigo, ban</p>
<p>Resources: word wall, audio-visual, geography maps(world, western hemisphere), timelines, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapters1-2, Lessons 1 and 2</p>	<p>Resources: word wall, audio-visual, geography maps(world, western hemisphere), timelines, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapters 2, Lessons 3</p>	<p>Resources: word wall, audio-visual, geography maps(world, western hemisphere), timelines, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 3,, Lessons 1-4</p>
<p>Additional Information: Primary and secondary sources: http://www.ushistorysite.com/timelines.php</p> <p>Student Project: Design a presentation that illustrates the European Colonizers (Spain, Britain, Portugal, and Netherlands) and their efforts to explore and colonize the Americas. Presentations should reflect explorers, reasons for exploration/ colonization, areas of interest and impacts on the indigenous populations, environment, and content vocabulary.</p>	<p>Additional Information: “European Colonization”: http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=668</p>	<p>Additional Information: “English Colonization: Chesapeake Bay and Beyond” (powerpoint with primary/secondary information) http://www.pptpalooza.net/PPTs/AHAP/ChesapeakeColonization.ppt</p>

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Unit Title II: Colonial America		Unit Essential Question: How does geography influence the way people live? How do new ideas change the way people live?	
Semester: 1	Grading Period: 1 (16 days)		
Concept: Colonialism		Concept: Colonial Government	Concept: Colonial Culture and Society
Standard(s): SS.8.A.2.3, SS.8.A.2.7, SS.8.A.1.5, SS.8.A.3.15, SS.8.E.1.1, SS.9.E.2.3, SS.8.G.1.2, SS.8.G.5.1, SS.8.G.5.2, LA.8.1.6.1, LA.1.6.3		Standard(s): SS.8.A.2.2, SS.8.E.2.2, LA.1.6.1, LA.1.6.3, SS.8.A.1.2, SS.8.1.5, SS.A.1.6, SS.8.C.1.4, SS.C.2.1	Standard(s): SS.8.A.2.7, SS.8.3.15, SS.8.G.4.1, SS.8.G.6.4.2, LA.8.1.6.1, LA.1.6.2, LA.1.6.3
Lesson Essential Question: How did the economic activity of the three regions of Colonial America reflect their geography? Why was agriculture so important to the economy of the Southern Colonies? Why did the role of Africans in Colonial America develop as it did to focus on "enslavement?"		Lesson Essential Question: Why are "protected rights" and "representative government" "important principles to the people of any society?" How are Colonial America's governmental principles reflected in contemporary American Government? Why was "representative government" and "self-government" so important to the American colonies in light of their being England's colonies?	Lesson Essential Question: What was life like for the inhabitants of the North American colonies? How did colonial life in America compare to life back in Europe? How did American colonists adapt to the environment (both physical and cultural) in Colonial America?
Vocabulary: subsistence farming/commercial agriculture, cash crops, spinning yarn, cultural diversity, quantity/quality, industries, ports, immigrants, mills, blacksmiths, manufacturing, climate, harvests, principal, reliance, plantations, captives "Middle Passage", triangular trade, laborers, destination, spouse, overseer, ordeal, role, narrative, allay, perspective, victuals, aristocracy, "working class"		Vocabulary: representative government, bicameralism, legislature, parliament, legislate, principles of government, ideals, trial by jury, peers, "English Bill of Rights", impose, "cruel and unusual punishment", citizenship, statutes, political liberties, "Magna Carta", charter colony/proprietary colony, trade laws, regulation, suffrage, voting qualifications, raw materials/ finished products, tariffs, smuggling, "black market"	Vocabulary: immigration, epidemics, fragile, proportion, prejudices, mode, posterity, adaptation, traditions, culture, apprentice, skilled/unskilled, values, commitment, literacy, "primer", public education, revival, emphasis, decline, revolutionary ideas, the Enlightenment, popular government, censorship, civic virtue, "suppression of liberties"
Resources: word wall, time-line, geography maps, graphic organizers, audio-visual aids, <u>McGraw-Hill Discovering Our Past: A History of the United States Chapter 4, Lesson 1</u>		Resources: word wall, time-line, geography maps, graphic organizers, audio-visual aids, <u>McGraw-Hill Discovering Our Past: A History of the United States Chapter 4, Lesson 2</u>	Resources: word wall, time-line, geography maps, graphic organizers, audio-visual aids, <u>McGraw-Hill Discovering Our Past: A History of the United States Chapter 4, Lesson 3</u>

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<p>Additional Information:</p> <p>“Slavery Takes Root...”: http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=672</p>	<p>Additional Information:</p> <p>“Fundamental Orders of Connecticut” (primary document) http://www.constitution.org/bcp/fo_1639.htm</p> <p>“Mayflower Compact”(primary source document): http://avalon.law.yale.edu/17th_century/mayflower.asp</p> <p>Student Assignment: ‘Analysis and comparison of self-governing documents (“Mayflower Compact and Fundamental Orders of Connecticut”)</p>	<p>Additional Information:</p> <p>“Life in Colonial America”: http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html</p>
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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title III: Careers(part 1)		Unit Essential Question:	
Semester: 1	Grading Period: 2 (11 days)	How do students adequately prepare for future careers?	
Concept: Understanding the Workplace		Concept: Self-Awareness	Concept: Exploring Careers
Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4		Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4	Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4
<p>Lesson Essential Question: How does work relate to the needs and function of the economy, society, and personal fulfillment?</p> <p>What influences do social, economic, and technological changes have on employment trends and future training?</p> <p>Why is there a need for career planning, changing careers, and the concept of lifelong learning and how do these things relate to personal fulfillment?</p> <p>How does legislation, such as the Americans with Disabilities Act and Child Labor Laws, regulate employee rights?</p>		<p>Lesson Essential Question: How do I use the results of an interest assessment to describe my top interest areas?</p> <p>How do I identify important values that I need to consider in making a career choice?</p> <p>What skills do I need to best match my career choices and personal abilities?</p> <p>What skills must I strengthen while in school to positively impact my career?</p> <p>How do I locate, understand, and use career information?</p> <p>How can I use the internet to access career and education planning information?</p> <p>How do I identify career skills that are transferable from one occupation to another?</p> <p>What is the relationship between educational achievement and career success?</p>	<p>Lesson Essential Question: How do I use the results of an interest assessment to describe my top interest areas?</p> <p>How do I identify important values that I need to consider in making a career choice?</p> <p>What skills do I need to best match my career choices and personal abilities?</p> <p>What skills must I strengthen while in school to positively impact my career?</p>

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<p>Vocabulary: Americans with Disabilities Act, Child Labor Laws, career</p>	<p>Vocabulary: interest inventory, dependability, punctuality, responsibility, integrity</p>	<p>Vocabulary: career skills, GPA, standard diploma, special diploma, GED</p>
<p>Resources: The required curriculum, along with lesson plans and Power Points for this unit can be found at The required curriculum along with lesson plans and Power Points for this unit can be found at http://www.fldoe.org/workforce/programs/cd_home.asp</p>	<p>Resources: http://www.fldoe.org/workforce/programs/cd_home.asp</p>	<p>Resources: http://www.fldoe.org/workforce/programs/cd_home.asp</p>
<p>Additional Information:</p> <p>Student Project: Students will create a presentation that reflects a career choice of interest to them with requirements, educational/training options, benefits, etc.</p>	<p>Additional Information:</p>	<p>Additional Information:</p>

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title III: Careers(part 2)		Unit Essential Question:	
Semester: 1	Grading Period: 2 (11 days)		
Concept: Goal Setting and Decision-Making		Concept: Workplace Skills	Concept: Career and Education Planning
Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4		Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4	Standard(s): LA.8.1.6.1, LA. 1.6.2, LA.1.6.3, LA.1.7.3, LA.8.1.7.4
Lesson Essential Question: What are the steps needed to make career decisions? What process must one go through to make short-term and long-term goals? How does one “prioritize” one’s goals?		Lesson Essential Question: What personal qualities are needed to be successful in the workplace? What skills are necessary to positively interact with others? What employability skills do students need to master? What is the process for completing a job application?	Lesson Essential Question: How do I identify secondary and postsecondary school courses and electives that meet tentative career plans? What are the advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals? What is the process for obtaining financial aid in order to obtain assistance for postsecondary education? Why is it important to develop a career and education plan that includes short and long-term goals? How are extracurricular programs incorporated into career and education planning? What are the requirements to exit high school? How is GPA calculated?
Vocabulary:		Vocabulary: dependability, punctuality, responsibility, integrity, interview, resume’	Vocabulary: GPA, standard diploma, special diploma, GED
Resources: The required curriculum along with lesson plans and Power Points for this unit can be found at http://www.fldoe.org/workforce/programs/cd_home.asp		Resources: The required curriculum along with lesson plans and Power Points for this unit can be found at http://www.fldoe.org/workforce/programs/cd_home.asp	Resources: The required curriculum along with lesson plans and Power Points for this unit can be found at http://www.fldoe.org/workforce/programs/cd_home.asp
Additional Information:		Additional Information:	Additional Information: www.youtube.com/user/CareerBuilder

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title IV: Revolutionary America		Essential question(s):	
Semester: 1	Grading Period: 2 (32 days)	Why did the colonists seek independence and what was the result of them achieving independence?	
Concept: French and Indian War		Concept: Prelude to War	Concept: American Revolutionary War
Standard(s): SS.8.A.2.6, LA.8.1.6.1, LA.8.1.6.3, LA.8.6.2.2, SS.8.G.1.1, SS.8.G.6.2, SS.8.A.3.15, SS.8.A.3.1,SS.8.E.1.1		Standard(s): SS.8A.1.6, SS.A.8.A.3.1, SS.8.A.3.2, SS.8.A.3.3, SS.8.A.3.4, SS.8.A.3.5, SS.8.A.3.8, SS.8.A.3.16, LA.8.1.6, LA.1.6.1, SS.8.A.3.6, SS.8.A.3.7, SS.8.C.	Standard(s): LA.8.1.6.1, LA.8.1.6.2, SS.A.8.1.2, SS.8.A.3.4, SS.A.3.6, SS.8.A.3.8, SS.8.G.1.2, SS.8.1.7, SS.8.3.3, SS.8.A.3.4, SS.A.3.15
Vocabulary: rivalry, tensions, militia, outpost, convert, Iroquois Confederacy, alliance, neutral, delegates, union, hostilities, “Albany Plan”, prime minister, frontier, revenue, “Seven Years’ War”, aftermath, proclamation, financial, overwhelmed		Vocabulary: prohibited, revenue, writs of assistance, import, smuggling, violate, resolution, effigies, boycott, repeal, seal/stamp, crisis, rebellion, correspondence, circulate, occupy, market-control, coercive, intolerable, isolate, endorse, Minutemen, artillery, stockpiled, musket, Loyalists/Patriots, stockpile, perceptions, maternalistic, distinguished, petition, strategies, funding, discipline, jubilant, preamble, status, renounce, debate	Vocabulary: <u>mercenaries</u> , <u>siege</u> , <u>Redcoats</u> , <u>guerilla warfare</u> , <u>Treaty of Paris of 1783</u> , stationed, chaos, sought, neutral, villain, recruit, stronghold, seize, aid, admire, incomparable, fidelity, deserted, promotion, aide, ragged, regiments, contributor, inflation, ideals, proclaim, emancipate, quest, ideals, shunned, delegate, political issues, blockade, privateer, impact, encounter, sustained, phase, siege, strategy, plotted, ratified, conspiracy, ambush, fraternity,
Resources: word wall, audio-visual, time-line graphs, geography maps ,graphic organizers, <u>McGraw-Hill Discovering Our Past: A History of the United States</u> Chapter 4, Lesson 4		Resources: word wall, audio-visual, time-line graphs, geography maps ,graphic organizers, <u>McGraw-Hill Discovering Our Past: A History of the United States</u> Chapter 5,, Lesson 1-3	Resources: : word wall, audio-visual, time-line graphs, geography maps ,graphic organizers, <u>McGraw-Hill Discovering Our Past: A History of the United States</u> Chapter 6, Lesson 1-4
Additional Information: “French and Indian War” (powerpoint): http://www.pptpalooza.net/PPTs/AHAP/FrenchAndIndianWar.ppt		Additional Information: Primary Document for analysis: “The Declaration of Independence “ Document-based Question: Were the American Colonists justified in revolting (American Revolution) against their “mother country?”(“Students should ponder the question as if revolutionary-justification could /should be applied to Contemporary America).	Additional Information: Primary documents, lesson plans, more: http://www.ushistorysite.com/revolutionary_war.php Primary documents: http://www.digitalhistory.uh.edu/other_documents/other_documents.cfm

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title V: A New Nation		Unit Essential Question:	
Semester: 1	Grading Period: 2 (25 days)	What were the conflicts faced by those forming a new government and how were these conflicts resolved?	
Concept: Articles of Confederation		Concept: Constitutional Convention	Concept: Constitutional Government
Standard(s): LA.8.1.6.1, LA.1.6.2, LA.1.6.3, SS.8.A.3.9		Standard(s): LA.8.1.6.1, LA.1.6.2, LA.1.6.3, SS.8.A.3.15, SS.8.E.2.3, SS.8.A.3.10, SS.C.1.4	Standard(s): LA.8.1.6.1, LA.1.6.2, LA.1.6.3, SS.8.A.3.9, SS.8.A.3.10, SS.8.A.3.11, SS.G.8.1.1, SS.8.G1.2, SS.8.G.2.1
<p>Lesson Essential Question: How was the government organized under the Articles of Confederation?</p> <p>What were the economic and political problems developed under the Articles of Confederation?</p> <p>In what ways were the Articles of Confederation a success, and in what ways were the Articles of Confederation a failure?</p>		<p>Lesson Essential Question:</p> <p>Why did the Founding Fathers feel that a Constitutional Convention was necessary?</p> <p>What were the issues discussed and debated at the Constitutional Convention?</p> <p>What two plans were proposed for the establishment of government? How were they alike and different?</p> <p>What were the major compromises that were made during the Constitutional Convention?</p> <p>What key events occurred in Florida during the development of the Constitution?</p>	<p>Lesson Essential Question:</p> <p>Why did the founders choose to divide power among three branches of government?</p> <p>What is Federalism and why is it an important protection against tyranny?</p> <p>Why did the Founding Fathers establish the Electoral College as a means for electing the president?</p> <p>What are the constitutional provisions for establishing citizenship?</p> <p>What were the beliefs of the Federalist and Anti-Federalists? What role did these groups play in the ratification of the US Constitution?</p> <p>What impact did the US Constitution have on children, indentured servants, Native Americans, slaves, women, and the working class?</p>

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<p>Vocabulary: bicameral, republic, legislatures, central government, confederation, policies, clause, ordinance, territory, involuntary servitude, financial issues, appreciated/depreciated, national debt, import tax (tariff), "continentals", ambassador, suffrage, creditors/debtors</p>	<p>Vocabulary: depression, inflation, recession, prosperity, uprising, arsenal, manumission, convention, revision, merchants, delegates, represented, national government, public trust, sweltering, consensus, "Framers", New Jersey Plan, Virginia Plan, "Great Compromise", Three-Fifths Compromise, compromise, appease, proportional, bill of rights, bicameralism, upper house/lower house</p>	<p>Vocabulary: drafters, ratify, abuse, traditions, judicial system, influence, philosophies, civil liberties, social contract, Enlightenment, federalism, natural rights, exclusive powers, concurrent powers, retain, disputes, regulate, expressed powers, general welfare, legislative/judicial/executive, Electoral College, check and balance system, reside, Federalists/Anti-Federalists, amendment, "Federalist Papers", popular sovereignty, reserved powers, limited government, separation of powers, implied powers, judicial review, propose, due process of law, equal protection, naturalization, diminish</p>
<p>Resources: word wall, audio-visual, time-line graphs, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 7, Lesson 1</p>	<p>Resources: word wall, audio-visual, time-line graphs, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 7, Lesson 2</p>	<p>Resources: word wall, audio-visual, time-line graphs, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 7, Lesson 3; Chapter 8, Lessons 1-3</p>
<p>Additional Information: Florida and US History: http://www.flheritage.com/</p>	<p>Additional Information: Source materials, lesson plans, activities: http://www.ushistorysite.com/</p>	<p>Additional Information: Primary/secondary source material, "Constitution Day", etc. http://billofrightsinstitute.org/</p>

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title: A New Nation (2)		Unit Essential Question:	
Semester: 1	Grading Period: 3	What were the conflicts faced by those forming a new government and how were these conflicts resolved?	
Concept: Early Years: Federalist Era		Concept:	Concept:
Standard(s): SS.8.A.1.2, SS.8.G.4.6, SS.8.G.6.2, SS.8.A.3.12, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3, LA.8.6.2.2, MA.8.A.1.6		Standard(s):	Standard(s):
Lesson Essential Question: How did George Washington's presidency impact the formation of the new nation? What were the major domestic and international economic, military, political, and socio-cultural events and challenges of John Adam's presidency?		Lesson Essential Question:	Lesson Essential Question:
Vocabulary: precedents, cabinet, uniform legal system, ineffective, economic policies, credit, bonds, accumulate, tariffs, currency, opposition, treaties, Native Americans, issued, neutrality, foreign policy, prohibit, partisan, distinct, political parties, philosophies, Federalists/ Anti-Federalists, factions, turbulent, caucuses, aliens, sedition, deport, administration, candidate, ballot, ardently, cargo, agents, nullify, impressment, Supreme Court, justice, foreign policy, farewell address, "good faith", ports, political issues		Vocabulary:	Vocabulary:
Resources: word wall, audio-visual aids, time-line graphs, graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 9, Lessons 1-3		Resources:	Resources:

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<p>Additional Information:</p> <p>Primary /secondary sources, lesson plans, etc.: http://sheg.stanford.edu/?q=node/25</p>	<p>Additional Information:</p>	<p>Additional Information:</p>
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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title VI: Early Years/Growth/ Industrialization		Unit Essential Question: What were the consequences of America expanding her borders?	
Semester: 2	Grading Period: 3 (32 days)		
Concept: the Jefferson Presidency		Concept: The War of 1812	Concept: Expansion
Standard(s): SS.8.A.3.14,SS.8.A.4.12, SS.8.A.4.13, SS.8.E.3.1, SS.8.A.4.3, SS.8.A.4.8, SS.8.G.4.6, LA.8.6.2.2, LA.8.6.1.1, LA.8.1.6.3, LA.8.1.6.2		Standard(s): SS.8.A.4.1, SS.8.E.3.1, SS.8.A.3.14, SS.8.A.4.3, SS.8.A.4.4, SS.8.A.4.8, LA.8.1.6.1, LA.8.1.6.3, LA.8.6.2.2	Standard(s): SS.8.G.4.1, SS.8.G.4.3, SS.8.G.5.2,SS.8.A.4.3,SS.8.A.4.2 , <u>SS.8.A.4.1</u> <u>SS.8.C.2.1</u> , <u>SS.8.E.3.1</u> , SS.8.A.1.3, SS.8.A.4.5, LA.8.1.6.3, LA.8.1.6.2
Lesson Essential Question: What were the differences between the Republicans and Federalists? What Republican policies did Jefferson introduce and which Federalist policies did he accept? How did Marbury vs. Madison change the power of the Supreme Court? How did the Louisiana Purchase take place? What were the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Purchase? What did the Lewis and Clark expedition achieve? How do political issues contribute to the unity or division of a nation? DBQ: Compare the acquisition of the Louisiana Purchase (territorial expansion) to the National Healthcare issue today. Current events/ research integrated into the question of whether each was/ is justified.		Lesson Essential Question: Why does international conflict occur between the United States and the Barbary Coast? What were the causes of the War of 1812? <u>What are the major events of the War of 1812?</u> <u>What were the consequences of the War of 1812 ?</u> How did the War of 1812 impact international perspectives about the new United States?	Lesson Essential: What caused Americans to expand westward? What territories did the U.S. acquire during the first half of the 19th century? How did the United States expand across the continent? How did westward expansion impact Native American and African slave populations? How does the proposed spread of slavery into the western territories “polarize” the nation? Who were the influential people and groups of the ‘Expansion Era?’ Evaluate the causes and effects of the changes, expansion, and industrialization the America went through during the early 1800s.

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<p>Vocabulary: judicial review, expedition, obstacles, domestic, international, political campaigns, Twelfth Amendment, electors, customs duties, judiciary, plantation, commissions, jurisdiction, principles, unconstitutional, Louisiana Purchase, posed, naval base, empire, territory, Northwest Passage, heritage, apparently, encountered, veal, edible, interpreter, extreme, expansionism, secede, plotting, duel, rival, upper-class, tribute, “Barbary Pirates”</p>	<p>Vocabulary: embargo, balance of trade, trade deficit, restrictions, embargo, naturalized, blockade, public reaction, trade restrictions, goods, “hawks/ doves”, nationalism, war machine, underestimate, frigates, defensive war, privateers, “Star-Spangled Banner”, artillery, outskirts, secretary of state, bale</p>	<p>Vocabulary: Lewis and Clark Expedition, turnpikes, tolls, census, national road, inland, construction, gravel, region, canal, stroll, locks, Great Lakes, toiled, ushered-in, hazardous, formation, dramatic, quilting, pampered, pioneers, frontier, annex, slave state/ free state, gradually, polarize</p>
<p>Resources: word wall, audio-visual aids, time-line graphs, geography maps (US), graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States Chapter 10, Lessons 1-3</u></p>	<p>Resources: word wall, audio-visual aids, time-line graphs, geography maps (US), graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States Chapter 10, Lessons 3-4</u></p>	<p>Resources: word wall, audio-visual aids, time-line graphs, geography maps (US), graphic organizers, McGraw-Hill <u>Discovering Our Past: A History of the United States Chapter 10, Lessons 11, Lessons 1-3</u></p>
<p>Additional Information: Primary/ secondary sources, lesson plans, etc. http://www.ushistorysite.com/</p> <p>Lewis and Clark Expedition: http://www.nationalgeographic.com/lewisandclark/</p> <p>www.pbs.org/lewisandclark (primary/secondary sources, video)</p>	<p>Additional Information: http://www.pbs.org/wned/war-of-1812/</p>	<p>Additional Information: “Era of Good Feelings”: http://www.digitalhistory.uh.edu/resource_guides/content.cfm?tpc=8</p>

Course Pacing Guide

Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title: Early Years/ Growth/Industrialization (2)		Unit Essential Question: What were the consequences of America expanding her borders?	
Semester: 2	Grading Period: 3		
Concept: Industrial Growth		Concept: American Society in the Early Years	Concept: The Presidency of Andrew Jackson
Standard(s): SS.8.A.4.6, SS.8.A.4.7, SS.8.E.1.1, SS.8.E.2.1, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3		Standard(s): SS.8.A.4.9, SS.8.A.4.11,SS.8.A.4.1, SS.8.A.4.13,SS.8.A.4.14,SS.8.A.4.15 ,SS.8.G.4.3, SS.8.E.2.3, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3	Standard(s): SS.8.A.4.1 ,SS.8.A.4.16 SS.8.E.3.1, SS.8.A.1.2, SS.8.S.4.8, SS.8.A.4.16, SS.8.C.1.4, SS.8.G.4.6 LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3, SS.8.C.1.2, SS.8.C.1.3, SS.8.G.5.1, SS.G.5.2
Lesson Essential Question: How did technological improvements change the way that goods were produced? How did geography affect the industrialization of the United States in its early years? What effect did increased cotton production have on the social, political and economic growth of the Untied States? How and why did the 19th century transportation revolution effect the growth of the nation's economy? What were the technological advancements (inventions/inventors) that contributed to industrial growth ? What were the effects of New England's textile industry on children and women? Why did technological advances impact the agricultural economy and slave labor?		Lesson Essential Question: What were the causes and effects of the Second Great Awakening? What reform movements began as a result of the Second Great Awakening? What are the key aspects of slave life, including plantation life, resistance efforts, and the role of slaves' spiritual lives? What were some goals of the women's rights movement? What were the purposes of the Seneca Falls Convention, and why was it significant? What were the consequences of the landmark Supreme Court decisions of the era? What influence did individuals have on social and political developments of the era?	Lesson Essential Question: What key events occurred during the presidency of Andrew Jackson and how did they effect the political, economic and social development of the United States? How did Jacksonian Democracy influence American government What affect did Indian Removal Policy have on Native Americans? How did the events of the Jacksonian Era define executive/ judicial powers of the Federal government?

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<p>Vocabulary: Technological, patents, mills, industrialize, tend, wages, industrial revolution, cotton gin, interchangeable parts, textiles, factory system, capitalism, capital, free (private) enterprise, agricultural, economic, interdependence, regulations, urbanization, leisure time, corporations, stock, profit, dividends, legal status</p>	<p>Vocabulary: Second Great Awakening, Transcendentalism, abolition, Declaration of Sentiments, Temperance Movement, McCullough vs. Maryland, Gibbons vs. Ogden, Cherokee Nation vs. Georgia, Worcester vs. Georgia, funds, quality/quantity, circulation, sectionalism, monopoly, commerce, interstate, void, Union, dissolve, Missouri Compromise,</p>	<p>Vocabulary: spoils system, Kitchen Cabinet, Nullification Crisis, Indian Removal Act, "favorite son", corrupt, plurality/ majority, facilitate, mudslinging, participate, bureaucracy, inauguration, nominating convention, "Nullification Theory", tariffs, relocate, "Trail of Tears, "Seminoles Wars", veto, "bank panic", laissez-faire, frontiersman, infrastructure</p>
<p>Resources: word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 11, Lesson 1</p>	<p>Resources: word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 11, Lesson 3</p>	<p>Resources: : word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 12, Lessons 1-3</p>
<p>Additional Information: "American Industrialization": http://americanhistory.about.com/od/industrialrev/a/indrevoverview.htm</p>	<p>Additional Information: "Primary/secondary sources (including lesson plans) http://sheg.stanford.edu/?q=node/27</p>	<p>Additional Information: "Jacksonian Democracy": http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=92</p>

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title: Early Years/Growth/Industrialization (3)		Unit Essential Question: What were the consequences of America expanding her borders?	
Semester: 2	Grading Period: 3		
Concept: Florida History		Concept: Reforming American Society	Concept:
Standard(s): SS.8.A.4.17, SS.8.A.4.18, SS.8.A.4.1, SS.8.A.4.3, SS.8.A.4.4, SS.8.G.4.4, LA.8.1.6.1, LA.8.G.4.4		Standard(s): SS.8.G.2.1, SS.8.G.2.2, SS.8.G.4.2, SS.G.6.2, SS.8.A.4.8, SS.8.A.4.9, SS.8.C.1.4,SS.8.C.1.6, SS.8.A.4.14, SS.8.A.4.15, SS.8.E.2.1, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3	Standard(s):
Lesson Essential Question: How did the acquisition of Florida affect the political and economic history of the U.S.? Who were the influential individuals in Florida during the Expansion era? What are key events in Florida History during the Expansion era? What influence did the different ethnic, national, and religious groups contribute to society and culture during the "Territorial Period?" How was the treatment of the Seminoles in Florida different from Native American experiences in other parts of the country?		Lesson Essential Question: What were the causes and effects of the Second Great Awakening? What reform movements began as a result of the Second Great Awakening? What are the key aspects of slave life, including plantation life, resistance efforts, and the role of slaves' spiritual lives? What were some goals of the women's rights movement? What was the purposes of the Seneca Falls Convention, and why was it significant? Who were the transcendentalist writers, and how were they significant to the era?	Lesson Essential Question:

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<p>Vocabulary: seize, ceded, Seminoles, vowed, massacre, reservations, descendants, Seminole Wars, costliest, colony, heritage, ethnicity, border, Everglades</p>	<p>Vocabulary: Reforms, revival, Great Awakening, temperance movement, lectures, pamphlets, utopian communities, “normal school”, disabilities, civil disobedience, income tax, conscience, prints, landscapes, abolitionists, American Colonization Society, <u>Uncle Tom’s Cabin</u>, edit, editor, Underground Railroad, mob, “the North Star”, menial, drudgery, routes, suffrage, Quaker, pacifism, piety, social barriers, ministry, equitable/equal, hinder, emancipate, 19th Amendment, pioneers, guardianship, “second-class citizenship”</p>	<p>Vocabulary:</p>
<p>Resources: word wall, audio-visual aids, time-line graphs, graphic organizers, geography maps U. S.)</p> <p>McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapters 11, Lesson 3; Chapter 12, Lesson 2; Chapter 13, Lesson 2</p>	<p>Resources: word wall, audio-visual aids, time-line graphs, graphic organizers, geography maps U. S.)</p> <p>McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 15, lessons 1-3</p>	<p>Resources:</p>
<p>Additional Information:</p> <p>Reading: <u>A Land Remembered</u> by Patrick D. Smith (historical fiction about Florida’s early years)</p> <p>“Seminole Wars”: http://fcit.usf.edu/florida/lessons/sem_war/sem_war1.htm</p>	<p>Additional Information:</p> <p>“Early American Reform Movements”(primary/secondary info. Sources, more): http://www.digitalhistory.uh.edu/modules/precivilwar/index.cfm</p>	<p>Additional Information:</p>

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Course Code: 2100020		Course Name: M/J U.S. History, Advanced and Career Planning	
Unit Title VII: Division, War, and Reconstruction		Unit Essential Question:	
Semester: 2	Grading Period: 4 (31 days)	What were causes, course, and consequences of the Civil War?	
Concept: Division		Concept: Civil War	Concept: Reconstruction
Standard(s): SS.8.A.5.2,SS.8.A.5.4, SS.8.A.5.1,SS.A.8.5.2,SS.8.A.1.7, SS.8.E.2.2, SS.8.A.4.1, SS.A.8.4.8, SS.8.E.1.1, SS.8.A.4.2, SS.8.A.4.11, SS.8.G.5,1, SS.8.G.5.2, LA.8.1.6.1, LA.8.1.6.3		Standard(s): SS.8.A.5.1, SS.8.A.5.2,SS.8.A.5.2,3, SS.8.A.5.4, SS.8.A.5.5, SS.8.A.5.3, SS.8.A.5.6, SS.8.A.5.7,SS.8.A.1.5, SS.8.A.1.6.1, SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.7, LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3	Standard(s): SS.8.A.5.8 ,SS.8.C.1.3,SS.8.E.1.1,SS.8.E.2.2 , SS.8.C.1.4 , SS.8.C.1.6, SS.8.A.1.2, SS.8.A.1.1, SS.8.A.1.7,SS.8.A.1.6.1, SS.8.A.6.2, SS.8.A.4.3, LA.8.1.6.1
Lesson Essential Question:		Lesson Essential Question:	Lesson Essential Question:
How did the expansion of U.S. territorial claims lead to conflict both within the U.S. and outside the U.S.?		What advantages and disadvantages did the North and South have at the beginning of the Civil War?	What effect did the end of the Civil War have on Americans?
How did technological improvements contribute to the disparities between the North and South?		What were the strategies used by the North and South during the Civil War?	How did the three plans for Reconstruction differ?
As the nation expanded, what were some of the attempts to compromise on the slavery issue, and why did each fail?		How did the issuing of the Emancipation Proclamation affect the War?	How would the Reconstruction Era have been different if President Lincoln had not been assassinated?
What were the series of the violent events that showed growing division over slavery?		How did the Civil War affect people's daily lives?	How did the Black Codes and Jim Crow Laws restrict African Americans' freedoms?
What differing political ideologies created conflict leading up to the Civil War?		What determines the significance of certain battles in a war?	To what extent did the thirteenth, fourteenth, and fifteenth amendments guarantee civil rights for all Americans?
What were the reasons some southern states decided to leave the Union?		What battles of the Civil War impacted its outcome the most?	How did Reconstruction change the South's agriculture, economy, and society?
What are the Union, Confederate, and Border states at the outbreak of the Civil War?		How did the Civil War come to an end?	What resistance did Reconstruction face in the South?
		How did Florida affect the Civil War"	What factors led to the end of Reconstruction?

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<p>Vocabulary: manifest destiny, sectionalism, “Gold Rush”, territory/ statehood, Mexican War, Lone Star Republic, Treaty of Guadalupe Hidalgo, vigilantes, boom towns, Mormons, Popular Sovereignty, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott Decision, Lincoln-Douglas Debates, Secession, John Brown's Raid, Confederate States of America, transform, industrial/agricultural, prejudice/discrimination, Great Irish Famine, nativism, domestic slave trade, cotton gin, productivity, process, yeomen, overseer, plantation/ farm, Underground Railroad, literacy rate, abolitionism, fugitive, arsenal, martyr</p>	<p>Vocabulary: secession, states’ rights, Confederacy, border states, strategy, enlist/ conscripted, frigate, unleash, counterattacks, spectators, reinforce, casualties, “ironclads”, “Emancipation Proclamation”, treason, distribute, Andersonville, Ft. Sumter, salt-works, prevail, critics, outspoken, writ of habeas corpus, amputation, draft, bounty, draft riots, greenbacks, flank, entrenched, reserves, 54th Massachusetts Regiment, encounter, series, siege,” continental battle style”, Sherman’s “total war”, evacuate, toll, “battlefield medicine/surgery”, Cotton Diplomacy, Anaconda Plan, Battle of Fort Sumter, First Battle of Bull Run, Battle of Antietam, Battle of Gettysburg, Gettysburg Address, Siege of Vicksburg, Battle of Shiloh, Emancipation Proclamation, Total War, Appomattox Courthouse</p>	<p>Vocabulary: Amnesty, Reconstruction, Ten Percent Plan, Wade-Davis Bill, Thirteenth Amendment, Black Codes, Fourteenth Amendment, Fifteenth Amendment, Poll Tax, Segregation, Ku Klux Klan, Jim Crow Laws, Plessy v Ferguson, radical, Freedmen’s Bureau, pardons, override, exclude, Acts, impeachment/conviction, scalawags/ carpetbaggers, corruption, academies, sharecropping, segregation/ integration, disputed, poll tax, literacy tests, “grandfather clause”, lynching, “Exodusters”, Buffalo Soldiers,</p>
<p>Resources: word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 13, Lessons 1-3; Chapter 14, Lessons 1-3; Chapter 15, Lessons 1-3</p>	<p>Resources: word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 17, Lessons 1-5</p>	<p>Resources: word wall, audio-visuals, time-line graphs, graphic organizers, geography maps (US), McGraw-Hill <u>Discovering Our Past: A History of the United States</u> Chapter 18, Lessons 1-4</p>
<p>Additional Information:</p> <p>http://www.digitalhistory.uh.edu/database/hyper_titles.cfm</p> <p>http://pptpalooza.net (PowerPoint)</p>	<p>Additional Information:</p> <p>“Civil War”: (primary/ secondary documents, lesson plans, etc.) http://www.ushistorysite.com/civilwar.php</p> <p>“Florida in the Civil War”: http://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.pdf</p>	<p>Additional Information:</p> <p>http://www.digitalhistory.uh.edu/database/hyper_titles.cfm</p> <p>“Reconstruction”: http://pptpalooza.net (PowerPoint)</p>