

Dear American History I Teacher:

Congratulations on your course assignment! The Halifax County Schools American History I Pacing Guide is aligned to the NC Essential Standard Course of Social Studies Standards. *Standards are paced in nine weeks within quarters. **Numbers** indicate which quarter each standard is to be taught. An **X** indicates not taught. You will need to cluster standards within the quarter into two-week units of study.* Developing conceptual understanding of the American History I content is essential; therefore, *the ninth week within each quarter* is to provide further data-driven remediation of standards prior to the benchmark assessment. A well-planned American History I unit provides opportunities for inquiry, research and use of technological enhancements. When planning units/lessons, provide opportunities for students to engage in “project-based” learning activities that unwrap the knowledge, understanding, interest and application of the content.

Need to Know:

- American History I is taught daily (minimum of 60 minutes)
- Lesson Units are taught within two weeks
- Teacher provides clear connectivity of content, concise description of new concepts & reasoning;
- Includes anchor charts, video clips, visuals and enactments, artifacts, replicas of systems, and processes
- Selected reading materials may be difficult for low performing student
To grasp the meaning of challenging terms. You will need to scaffold the content to increase access to the understanding of such terms.
- Use various best practices to scaffold content: graphic organizers, Socratic discussions, annotate text, chunk content, make relevant connections, word study drills, require pre-reading & mapping of unfamiliar words

DPI Link: Resources for Required Course

<http://www.livebinders.com/play/play?id=2208420&backurl=/shelf/my>

American History I
Gilder Lehrman Institute of American History
Teaching American History
U.S. Congressional Documents and Debates
America in Class - Humanities
Historical Scene Investigation
The Language of the State of the Union
Primary Sources Sets from DPLA

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: World History Social Studies Standards Pacing Guide

(Revisions: July 31, 2019)

History					Quarters			
AH1.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.	1	2			AH1.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.	1	2	
AH1.H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create time lines.	1	X			AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).	X	2	
AH1.H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.	1	X			AH1.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).	X	2	
AH1.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.	1	X			AH1.H.6 Understand how and why the role of the United States in the world has changed over time.	1	2	
AH1.H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments	1	2			AH1.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).	1	X	
AH1.H.2 Analyze key political, economic and social turning points in American History using historical	1	2			AH1.H.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War).	1	X	
AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	1	X						
AH1.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).	1	X			AH1.H.7 Understand the impact of war on American politics, economics, society and culture.	1	2	
AH1.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.	1	2			AH1.H.7.1 Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).	X	2	
AH1.H.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening.	X	X			AH1.H.7.2 Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debts, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, American System, Homesteaders, etc.).	X	2	
AH1.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).	X	X			AH1.H.7.3 Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).	X	2	

