**Academy of Richmond County – Week at a Glance**

**Subject: United States History Grade: 11 Date: 10/21-25, 2024**

|  |
| --- |
| **Standard(s): Unit 5: Sectionalism, Civil War, and Reconstruction** **SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.** 1. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
2. Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
3. Analyze the impact of the Mexican War on growing sectionalism.
4. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
5. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War.

**Assessment(s):** [ ]  **Quiz** [x]  **Unit Test** [x]  **Project** [ ]  **Lab** [ ]  **None** |
|  | **Learning Target****(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* |
| **Monday** | I am learning about the effects of the balance of free states and slave states prior to and after the Missouri Compromise. | Mini Lesson Presentation of Content | Graphic Organizer and Guided Notes of Key Concepts, Terms, Events, People and Places | Using historical readings, powerpoints, and in class placards/stations, students will complete an analysis of the growing sectionalism and division prior to the Civil War.  | Students can articulate how the slavery, north/south divisions and westward expansion led to the outbreak of the Civil War.  |
| **Tuesday** | I am learning about the effects of the balance of free states and slave states prior to and after the Missouri Compromise. | Mini Lesson Presentation of Content |
| **Wednesday** | I am learning about the effects of the balance of free states and slave states prior to and after the Missouri Compromise. | Mini Lesson Presentation of Content |
| **Thursday** | I am learning the social, political, and economic developments of the 1800s. | Introduction to Assessment | Quick Review | Students are completing summative assessment  | Students can articulate how social, political, and economic developments in the 1800s shaped the US |
| **Friday** | I am learning about the effects of the balance of free states and slave states prior to and after the Missouri Compromise. | Mini Lesson Presentation of Content  | Wrap Up of SSUSH8 | Students turn in week work on SSUSH8 to show mastery of standard |  |

**\***[x]  Exit Ticket/Final Stretch Check [ ]  Electronic Tools [ ]  Dry Erase Boards – quick checks [ ]  Turn & Talk Discussion (verbal responses) [x]  Teacher Observation – document [ ]  Clipboard [x]  Quick Write/Draw [x]  Annotation [ ]  Extended Writing [ ]  Socratic Seminar

[ ]  Jigsaw [x]  Thinking Maps [ ]  Worked Examples [ ]  Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tool(s) for Criteria Success:**

[ ] Rubric

[x] Self-Assessment

[ ] Checklist

[ ] Peer Assessment

[ ] Exemplars/Non-Exemplars

[ ] Other: practice MC questions based on EOC aligned to topics of the week.

[x] Other: Historical Readings