



**** US HISTORY 10 ****

Time-line	Unit/theme	Standard	Student Focused Objective	Resources/ Suggested Activities
		*** INSERT WHOLE STANDARD**	** make sure to use student friendly language**	** LIST ALL RESOURCES INCLUDING BOOKS, SITES, AND PLATFORMS
1-2 weeks	Unit 1 Exploration	Standard 1: European Exploration in the Americas Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.	I can compare the effects of economic, geographic, social, and political conditions before and after European exploration from the 15th through 17th centuries on Europeans, American colonists, Africans, and indigenous North Americans.	http://www.caggiasocialstudies.com/AH1Text.html#google_vignette Primary source documents
2-3 weeks	Unit 2 Colonization	Standard 2: Early Colonization in the Americas Compare regional differences among early	I can..... <ul style="list-style-type: none"> • Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. 	http://www.caggiasocialstudies.com/AH1Text.html#google_vignette

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. Describing the influence of the Crusades, Renaissance, and Reformation on European exploration</p> <ul style="list-style-type: none"> • Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities • Analyzing the course of the Columbian Exchange for its impact on the global economy • Explaining triangular trade and the development of slavery in the colonies 	<ul style="list-style-type: none"> • Describe the influence of the Crusades, Renaissance, and Reformation on European exploration • Compare European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities • Analyze the course of the Columbian Exchange for its impact on the global economy • Explain the triangular trade and the development of slavery in the colonies 	<p>Primary source documents</p>
<p>2-3 weeks</p>	<p>Unit 3 American Revolution</p>	<p>Standard 3: Chronology of events leading to American Independence</p> <p>Trace the chronology of</p>	<p>I can...</p> <ul style="list-style-type: none"> • Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.</p> <p>Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact</p> <ul style="list-style-type: none"> • Explaining the significance of the House of Burgesses and New England town meetings in colonial politics • Describing the impact of the Great Awakening on colonial society 	<p>the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.</p> <ul style="list-style-type: none"> • Explain the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact • Explain the significance of the House of Burgesses and New England town meetings in colonial politics • Describe the impact of the Great Awakening on colonial society 	<p>Short story: "A Soldier For the Crown"</p> <p>Primary source documents</p>
2-3	Unit 4	Standard 4: New Nation	I can...	http://www.caggiasocialstudie

MAGIC CITY ACCEPTANCE
ACADEMY

<p>week s</p>	<p>Constitution</p>	<p>Describe the political system of the United States based on the Constitution of the United States.</p> <ul style="list-style-type: none"> • Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States • Describing inadequacies of the Articles of Confederation • Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers • Identifying factors 	<ul style="list-style-type: none"> • Describe the political system of the United States based on the Constitution of the United States. • Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States • Describing inadequacies of the Articles of Confederation • Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers • Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800 	<p><i>s.com/AH1Text.html#google_vignette</i></p>
-------------------	----------------------------	---	---	--

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800</p>		
2-3 weeks	<p>Unit 5 Foreign Policy/ Relations</p>	<p>Standard 6 Foreign policy and relations of the new nation</p> <p>**Supreme Court *Taught within Unit 4, Unit 6, and Unit 10*</p> <p>Standard 5 Early Major Supreme Court cases</p> <p>Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCullough versus Maryland, and Cherokee Nation versus</p>	<p>I can...</p> <p>Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine</p>	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		Georgia Explain concepts of loose and strict interpretations of the Constitution of the United States		
3-4 weeks	Unit 6 Manifest Destiny	Standard 7 Manifest Destiny and Westward Expansion Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails\	I can... I can... Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including: <ul style="list-style-type: none"> ● the Treaty of Paris of 1783 ● the Northwest Ordinance of 1785 ● the Northwest Ordinance of 1787 ● the Louisiana Purchase ● the Indian Removal Act ● the Trail of Tears ● Manifest Destiny ● the Mexican War and Cession ● Texas Independence ● the acquisition of Oregon ● the California Gold Rush ● the Western Trails 	http://www.caggiasocialstudies.com/AH1Text.html#google_vignette Primary source documents
		Standard 8: Alabama	I can...	<i>U.S. History.</i> openstax.org

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>Statehood</p> <p>Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p>	<p>Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.</p>	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>
3-4 weeks	Unit 7 Era of Good Feelings	<p>Standard 9 The Era of Good Feelings Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. Examples: Embargo Act, Alien and Sedition Acts, impressment</p>	<p>I can... Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. Examples: Embargo Act, Alien and Sedition Acts, impressment</p>	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>
1-2 weeks	Unit 8 Jacksonian Democracy	<p>Standard 10 Jacksonian Democracy Analyze key ideas of Jacksonian Democracy</p>	<p>I can...</p> <ul style="list-style-type: none"> Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>for their impact on political participation, political parties, and constitutional government.</p> <ul style="list-style-type: none"> • Explain the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal 	<p>government.</p> <ul style="list-style-type: none"> • Explain the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal 	<p>Primary source documents</p>
	<p>Unit 9 Reform</p>	<p>Standard 11 Political and Social Reform Evaluate the impact of American social and political reform on the emergence of a distinct culture. Explaining the impact of the Second Great Awakening on the emergence of a national identity</p> <ul style="list-style-type: none"> • Explaining the emergence of uniquely American writers Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe • Explaining the influence 	<p>I can...</p> <ul style="list-style-type: none"> • Evaluate the impact of American social and political reform on the emergence of a distinct culture. • Explain the impact of the Second Great Awakening on the emergence of a national identity • Explaining the emergence of uniquely American writers, such as: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe • Explain the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War • Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p> <p>Literary readings from Ben Franklin, Poe, Frederick Douglass, Sojourner Truth, Harriet Beecher Stowe</p>

MAGIC CITY ACCEPTANCE
ACADEMY

	<p>of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War</p> <p>Standard 12 Abolitionists and the movement to end slavery Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. Describing the rise of religious movements in opposition to slavery, including objections of the Quakers</p> <ul style="list-style-type: none"> • Explaining the importance of the Northwest Ordinance of 1787 that banned slavery 	<p>Sumner.</p> <ul style="list-style-type: none"> • Describing the rise of religious movements in opposition to slavery, including objections of the Quakers • Explain the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River • Describe the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe’s Uncle Tom’s Cabin, on the abolitionist movement 	
--	--	---	--

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>in new states north of the Ohio River</p> <ul style="list-style-type: none"> • Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's Uncle Tom's Cabin, on the abolitionist movement 		
	<p>Unit 10 Sectionalism</p>	<p>Standard 13 Events leading to Civil War Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the</p>	<p>I can....</p> <ul style="list-style-type: none"> • Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. • Describe Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton • Analyze the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession • Describe tariff debates and the nullification crisis between 1800 and 1861 • Analyze the formation of the Republican Party for 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>Indian War, and reliance on cotton</p> <ul style="list-style-type: none"> Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession Describing tariff debates and the nullification crisis between 1800 and 1861 Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United State 	<p>its impact on the 1860 election of Abraham Lincoln as President of the United State</p>	
	<p>Unit 11 Civil War</p>	<p>Standard 14 The Civil War</p> <p>Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.</p>	<p>I can...</p> <ul style="list-style-type: none"> Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea. Identify key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>Identify key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, and William Tecumseh Sherman</p> <p>Example: President Abraham Lincoln’s philosophy of union, executive orders, and leadership</p> <ul style="list-style-type: none"> • Analyze the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation • Explain reasons border states remained in the Union during the Civil War • Describe nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address • Describe the role of 	<p>Tecumseh Sherman</p> <p>Example: President Abraham Lincoln’s philosophy of union, executive orders, and leadership</p> <ul style="list-style-type: none"> • Analyze the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation • Explain reasons border states remained in the Union during the Civil War • Describe nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address • Describe the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton • Trace Alabama’s involvement in the Civil War 	
--	--	--	---	--

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton</p> <ul style="list-style-type: none"> • Trace Alabama's involvement in the Civil War 		
	<p>Unit 12 Reconstruction</p>	<p>Standard 15 Congressional and Presidential Reconstruction</p> <ul style="list-style-type: none"> • Compare congressional and presidential reconstruction plans, including African-American political participation. • Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau • Describing social restructuring of the South, including Southern military districts, the role of 	<p>I can...</p> <ul style="list-style-type: none"> • Compare congressional and presidential reconstruction plans, including African-American political participation. • Trace economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau • Describe social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan • Describe the Compromise of 1877 • Summarize post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments • Explain causes for the impeachment of President Andrew Johnson • Explain the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan</p> <ul style="list-style-type: none"> • Describing the Compromise of 1877 • Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments • Explaining causes for the impeachment of President Andrew Johnson • Explaining the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political structure of the New South after Reconstruction • Analyzing political and social motives 	<p>structure of the New South after Reconstruction</p> <ul style="list-style-type: none"> • Analyzing political and social motives 	
	Unit 13	<p>Industrial Revolution Standard 16 Industrial Revolution Explain the transition of the United States from an agrarian society to an</p>	<p>I can...</p> <ul style="list-style-type: none"> • Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. Dawes Act/Immigration • Describe the impact of Manifest Destiny on the 	<p>http://www.caggiasocialstudies.com/AH1Text.html#google_vignette</p> <p>Primary source documents</p>

MAGIC CITY ACCEPTANCE
ACADEMY

		<p>industrial nation prior to World War I. Dawes Act/Immigration</p> <ul style="list-style-type: none"> • Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad • Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues • Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I • Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas 	<p>economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad</p> <ul style="list-style-type: none"> • Identify the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues • Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I • Compare population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas 	
			Ongoing Process and Skill Standards (taught throughout the year)	

MAGIC CITY ACCEPTANCE
ACADEMY

			<p>Skill 1: Contextualization Describe an accurate historical context for a specific historical development or process. Explain how a relevant context influenced a specific historical development or process. Use context to explain the relative historical significance of a specific historical development or process.</p> <p>Skill 2: Comparison Describe similarities and/or differences between different historical developments or processes Explain relevant similarities and/or differences between specific historical developments and processes Explain the relative historical significance of similarities and/or differences between different historical developments or processes</p> <p>Skill 3: Causation Describe causes or effects of a specific historical development or process. Explain the relationship between causes and effects of a specific historical development or process Explain the difference between primary and secondary causes and between short- and long term effects. Explain the relative historical significance of different causes and/or effects.</p> <p>Skill 4: Continuity and Change over Time Describe patterns of continuity and/or change over time. Explain patterns of continuity and/or change over time. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>
--	--	--	---