



Parma High School
US History I (Grade 10)
Scope and Sequence

Overview and Standards
Semester One Overview: <p>The first semester of Grade 10 Social Studies is spent helping students understand the formation of the United States from the perspective of American history. The focus of the first two units will be on people and events that sparked the development of a new nation of people in a land that is different from their native lands. The discovery of these people and events will build an overall understanding of why a new culture and identity formed in the creation of that new nation. Students will discuss and be well versed in the process of “doing” history and analyzing events through primary documents and pictures pertaining to the people and events. At least one writing sample will be collected to help students improve their analytical-critical skills in composition of thought. All materials used in teaching about the people and events will be from reputable sources while students will also have a chance to search for their own reputable sources during the semester. At the end of the semester, the students will be ready to move on to Semester Two where they will learn about the beginning of the nation and its further development until the great schism and reunion of the Civil War.</p>

Unit 1

Pre-Colonial America (1450-1600)

Unit One Essential Question: How do different societies join to create a new society in the pre-colonial era of North America?

Proficiency Standard: The student will make claims about the adaptations and results of human movement on the culture of a society in different geographical regions.

<u>Topic/Resource</u>	<u>Vocabulary</u>	<u>Standards</u>	<u>Learning Targets</u> Students will demonstrate an understanding of...
<u>Studying History</u>	Early American Cultures Nez Perce Iroquois Cherokee Impact of colonization on Native Americans European Exploration Columbian Exchange Colonization in North America African Slavery Triangular Trade Route Northwest Passage	1.1.1 1.2.2 1.3.2 1.5.1 1.5.2 1.5.3	The context of exploration and Native American civilizations as they joined in the 15 th , 16 th , and 17 th centuries. The difference between the Native American cultures and the European cultures.
<u>Studying Geography</u>	Trade Routes Native American Regions World Map	2.1.1 2.2.1 2.3.1	Location and movement in terms of human migration during the 15 th , 16 th , and 17 th centuries.

		2.3.2	
<u>Studying Economics</u>			
<u>Studying Civics</u>			
<u>Global Perspectives</u>	Effects of exploration on other cultures	5.1.3	The effects of European exploration on other cultures in terms of influencing a new culture in a new land.

Unit 2

Colonial America (1600-1750)

Unit Two Essential Question: When and where does an American identity begin?

Proficiency Standard: Students will compare and contrast ideas and events that form an identity of certain people groups.

<u>Topic/Resource</u>	<u>Vocabulary</u>	<u>Standards</u>	<u>Learning Targets</u> Students will demonstrate an understanding of..
<u>Studying History</u>	Roanoke Founding of Jamestown Massachusetts Bay Colony New York Settlement	1.1.2 1.1.4 1.2.1 1.3.2 1.5.1 1.5.4	The types of people in the early colonies in America and how they worked and lived together. A comparison of different colonies in terms of economies, governments, and religious beliefs.
<u>Studying Geography</u>	Geographic regions Relative locations	2.1.1 2.2.1	Locations and migration of people in the early years of the American colonies and why this is important to the development of the United States geographically.
<u>Studying Economics</u>	Colonial Economic differences	3.2.2	The economies of the colonies as foundations for the different opinions on the American economy and its development.

<u>Studying Civics</u>	Roger Williams James Oglethorpe Ben Franklin Indentured Servants Mayflower Compact	4.3.1 4.3.2	How three examples of leaders governed and/or inspired leadership of the colonies and how that leadership has inspired modern government functions.
<u>Global Perspectives</u>		5.1.3	Effects of colonists on people in the world.

Unit 3

The American Revolution (1750-1783)

Unit Three Essential Question: How do large groups of people change?

Proficiency Standard: The students will interpret people and events that spark and implement revolutionary change in a society.

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	French and Indian War Boston Massacre	1.1.4 1.1.5 1.3.2 1.5.1	The causes and effects of the French and Indian War on European nations and the colonies. Events like the Boston Massacre and their influence on the idea of change for the colonists.
<u>Studying Geography</u>	Proclamation of 1763	2.1.1 2.2.1	The effects of the Proclamation of 1763 on the cultures in America and its geographical distinctions.
<u>Studying Economics</u>	Mercantilism Salutary Neglect Taxation without Representation Parliamentary Acts	3.1.1 3.2.1 3.4.1	The networking of mercantilism on the colonies and its effect on trade. How the British Parliament interfered with the economies of the colonies and how the colonists reacted.

<p><u>Studying Civics</u></p>	<p>Locke's Natural Rights Theory Great Awakening First Continental Congress</p>	<p>4.1.1 4.1.2 4.3.1 4.3.2</p>	<p>The foundational ideas that inspired leaders in the American colonies to create a form of leadership for the people.</p> <p>The early group of leaders in the colonies that talked about creating a new nation.</p>
<p><u>Global Perspectives</u></p>	<p>Enlightenment</p>	<p>5.1.3</p>	<p>How enlightenment in this era led to a greater understanding of the colonial context with a frame of logic that was new to most leaders.</p>

Unit 4

Revolutionary War (1775-1783)

Unit Four Essential Question: What actions made this American experiment a success?

Proficiency Standard: The students will evaluate the success of changing a society into a new society.

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Revolutionary War Charles Cornwallis Nathan Hale Ethan Allen and the Green Mountain Boys John Adams Sam Adams Paul Revere Patrick Henry George Washington John Paul Jones Francis Marion Nathanael Greene	1.1.4 1.1.5 1.3.2 1.5.1	The causes and effects of the Revolutionary War on the formation of a new nation. The distinction between the important men involved in the Revolutionary War and how each one created a lasting legacy on the United States.
<u>Studying Geography</u>	Lexington and Concord Valley Forge Fort Ticonderoga Bunker Hill Trenton (Hessians) Saratoga Yorktown	2.1.1 2.2.1	The location of each important battle

<u>Studying Economics</u>	Benedict Arnold Friedrich Von Steuben		How these men helped create a sustainable economy out of war efforts.
<u>Studying Civics</u>	Olive Branch Petition Declaration of Independence Treaty of Paris Second Continental Congress Minutemen Thomas Jefferson Thomas Paine	4.1.1 4.1.2 4.3.1 4.3.2	The responsibilities of citizens in a culture to defend its right to endure.
<u>Global Perspectives</u>	Hessians Marquis de Lafayette	5.1.2 5.1.3	Who and why the Americans asked and received aid from foreign interests.

Unit 5

Framing a National Foundation (1783-1791)

Unit Five Essential Question: What successes and failures resulted in the early years of the new American formation?

Proficiency Standard: The students will analyze government structure and assess it's effectiveness in formative years.

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Articles of Confederation Shays' Rebellion Constitutional Convention Father of the Constitution Federalist Papers	1.1.4 1.3.2 1.5.1	The political fight for the rights of ideals to reign in a new society and culture on legal grounds.
<u>Studying Geography</u>	Northwest and Land Ordinances	2.1.1 2.2.1	How new land in the frontier was appropriated among residents.
<u>Studying Economics</u>	Free Enterprise		The system of capitalism in the new country.

<p><u>Studying Civics</u></p>	<p>Articles of Confederation Three Branches of Government Preamble Republic Federalism Checks and Balances Bill of Rights Great Compromise 3/5 Compromise</p>	<p>4.1.1 4.1.2 4.2.1 4.2.2 4.3.1 4.3.2</p>	<p>Rights Americans received as trials in establishing a new government for the people.</p>
<p><u>Global Perspectives</u></p>		<p>5.1.3</p>	

Semester Two Overview:

The second semester of Grade 10 Social Studies covers the beginning a new nation that is established through the government formations as a result of the rebellion for the mother country of Great Britain. The semester of learning will delve into the actions of this new country and how its leaders and citizens shape the identity of the nation through thought and action. The process of doing history in this semester will include investigations into events and motivations behind actions taken to uncover the growth of the country in land, population, and size of its governing body. The writing process will also be taught to show how to communicate the findings of all investigations during this period of learning. The semester will end with the study of the Civil War to show how the growth of a new republic is underway in the latter part of the 19th century.

Unit 6

A New Republic (1788-1808)

Unit Six Essential Question: Define the new republic in America. Use examples from the first years of America after the creation of the *Constitution* to describe the political ideas, laws, and new leadership.

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Inauguration of George Washington Whiskey Rebellion Alexander Hamilton Thomas Jefferson Alien and Sedition Acts <i>Marbury v. Madison</i> John Marshall Louisiana Purchase Lewis and Clark Expedition	1.1.4 1.3.2 1.5.1 1.5.4	The events of the last decade of the 18 th century and how they impacted the formation of the United States. Important people and the reasons behind their opinions about how the government should control the people in their country.
<u>Studying Geography</u>	Louisiana Purchase Irish Immigration	2.1.1 2.2.1	The expansion of the land size of the United States and how it alters the identity of the country. How immigration played a role in the growth of a young country.

<p><u>Studying Economics</u></p>	<p>Excise and Tariff Taxes Louisiana Purchase</p>	<p>3.2.1 3.3.1</p>	<p>The roles of both types of taxes on the economy of the United States and how people adjusted to them.</p> <p>The differences between the benefits and costs of buying the western lands from Napoleon.</p>
<p><u>Studying Civics</u></p>	<p>Federalists vs. Democratic Republicans Judicial Review</p>	<p>4.1.1 4.1.3 4.3.1 4.3.2 4.4.1</p>	<p>The differences between the two political parties in this era and how the bipartisan system helps and hurts the American identity.</p> <p>Judicial review and its vitality as a precedent for the country's movement to ensure freedom for its citizens.</p>
<p><u>Global Perspectives</u></p>	<p>Alien and Sedition Acts XYZ Affair</p>	<p>5.1.2 5.1.3</p>	<p>The message sent to other nations and its own people about the exclusive nature of the nation and how that message was received.</p> <p>The XYZ Affair and how this event changed the view of foreign countries to Americans.</p>

Unit 7

Early 19th Century (1808-1832)

Unit Seven Essential Question: How should a new American government conduct business in order to build on the foundation of its principles?

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	War of 1812 Battle of Fort McHenry Francis Scott Key	1.1.3 1.1.4 1.1.5 1.3.1 1.3.2 1.3.3 1.4.1 1.5.1 1.5.2	The effects of conflict between the United States and Great Britain on the attitude of Americans and the British during this time period. The sense of pride and accomplishment for all Americans through the composition of the national anthem and its context.
<u>Studying Geography</u>	Indian Removal Act Trail of Tears	2.1.1 2.2.1	The movement of Native Americans and how this displacement resulted in the new cultures in their new regions. How Native Americans interacted with their surroundings to create a living environment that would sustain their lifestyles.

<p><u>Studying Economics</u></p>	<p>Factory Construction Samuel Slater Eli Whitney Samuel Morse Robert Fulton</p>	<p>3.4.1</p>	<p>The Industrial Revolution of this era that was brought about through innovations in transportation, communication, and other inventions.</p> <p>People that affected the movement toward industry from a largely agrarian and mercantile society.</p>
<p><u>Studying Civics</u></p>	<p>Jacksonian Democracy Spoils system</p>	<p>4.1.3 4.3.1 4.3.2 4.4.1</p>	<p>The differences between political views of this era through the office of the presidency.</p> <p>The impact this era has on modern politics.</p>
<p><u>Global Perspectives</u></p>	<p>Monroe Doctrine</p>	<p>5.1.2 5.1.3</p>	<p>How the Monroe Doctrine is viewed by other global leaders and determine if it was important to the development of the United States.</p>

Unit 8

Westward Expansion (1820-1890)

Unit Eight Essential Question: What brought Americans West?

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Tejas Mexican-American War Battle of Little Bighorn Dawes Act Wounded Knee Massacre	1.1.3 1.1.4 1.1.5 1.2.3 1.3.2 1.4.2 1.5.1 1.5.2 1.5.5	The events in succession that shaped this foundational era of US history. The cultures that preceded the American settlers in the push westward and how those cultures blended with the American culture to create a new synthesis of living in the west.
<u>Studying Geography</u>	Immigration—Push/Pull Factors Gold Rush Oregon Trail Transcontinental Railroad Westward Movement	2.1.1 2.2.1	How the movement westward had an effect on its participants through the reasons for movement as well as the methods of movement.

<p><u>Studying Economics</u></p>	<p>Homestead Act of 1862</p>	<p>3.4.1</p>	<p>The American family that moved West.</p>
<p><u>Studying Civics</u></p>	<p>Native American Conflict Mountain Men Mormons</p>	<p>4.1.3 4.3.1 4.3.2 4.4.1</p>	<p>Who benefits and suffers from Westward expansion in American society.</p>
<p><u>Global Perspectives</u></p>	<p>Manifest Destiny Americanization</p>	<p>5.1.1 5.1.3</p>	<p>The importance of promoting and securing the American identity in the West.</p>

Unit 9

Sectionalism and Reform (1820-1860)

Unit Nine Essential Question: When does the American ideal divide interests?

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Lincoln-Douglas debates John Brown Harriet Tubman Frederick Douglass Sojourner Truth	1.1.3 1.1.4 1.3.2 1.5.1 1.5.5	Who fought for abolition in an intense environment that sought economic and civil freedom from tyrannical ideals.
<u>Studying Geography</u>	Kansas-Nebraska Act Popular Sovereignty Sectionalism	2.1.1 2.2.1	How boundaries and territorial ownership was a source of conflict in this time period.
<u>Studying Economics</u>	States' rights Fugitive Slave Act	3.1.2 3.4.1	The legalities of slavery and their impact on the economy of the United States.

<p><u>Studying Civics</u></p>	<p>Women's Rights Seneca Falls Convention Elizabeth Cady Stanton Missouri Compromise Compromise of 1850 Bleeding Kansas <i>Dred Scott v. Sanford</i> Republican Party</p>	<p>4.1.3 4.3.1 4.3.2 4.4.1</p>	<p>The fight for freedom in the Women's Rights and Abolition Movements.</p>
<p><u>Global Perspectives</u></p>	<p><i>Uncle Tom's Cabin</i> Abolition Slavery Second Great Awakening</p>	<p>5.1.3</p>	<p>A global view of the American institution of slavery.</p> <p>How religion played a role in changing the hearts and minds of a collective group.</p>

Unit 10

Civil War (1860-1865)

Unit Ten Essential Question: Why was the Civil War important to the conception of a new republic, "...conceived in liberty and dedicated to the proposition that all men are created equal...?"

<u>Topic/Resource</u>	<u>Learning Targets</u>	<u>Standards</u>	<u>Students will demonstrate an understanding of..</u>
<u>Studying History</u>	Battle of Antietam Siege of Vicksburg William Tecumseh Sherman March to the Sea John Wilkes Booth Robert E. Lee African-American Soldiers Appomattox Courthouse	1.1.4 1.1.5 1.3.2 1.4.1 1.5.1	The places and people that are important to the Civil War.
<u>Studying Geography</u>	Border States Southern Secession	2.1.1 2.2.1 3.1.2 3.4.1	How the lines were drawn to begin the Civil War.
<u>Studying Economics</u>	Weapon Technology	4.1.3 4.3.1 4.3.2	What industry played a part in conducting the fight in the North and the South.

<u>Studying Civics</u>	Emancipation Proclamation Andrew Johnson Ulysses Grant	5.1.3	Why the Emancipation Proclamation was important and what it did. American leaders who rose to prominence because of this American conflict.
<u>Global Perspectives</u>	<i>O Captain, My Captain!</i> Abraham Lincoln Battle of Gettysburg		Who Abraham Lincoln is and how he impacted a rebirth in American society so the republic could endure.