



Lowndes County
PUBLIC SCHOOLS

US History I - High School Social Studies Curriculum Resources

Curriculum Overview

[The Alabama Course of Study: Social Studies](#) provides the framework for the K-12 study of Social Studies in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

US History I Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
	1	Launch Week		
	4	Native Americans and Europe Exploration	1	2
	4	Colonial America	2	1, 3
	5	The American Revolution	3	1, 4
	5	Creating a New Government	4, 5, 10	6, 11
	6	Westward Expansion and Manifest Destiny	6, 7, 9, 11	1, 8, 10
	4	The Civil War	9, 12, 13, 14	
	3	Reconstruction	15	
	4	Post Reconstruction	16	1

UNIT 1: Native Americans and Europe Exploration

DURATION: 4 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **1 - 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.**
 - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
 - 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

SUPPORTING STANDARDS

- **2 - Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.**
 - 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
 - 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

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Effects of economic conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries.		Understanding	A - Acquisition	
Effects of geographic conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries.		Understanding	A - Acquisition	
Effects of social conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries.		Understanding	A - Acquisition	
Effects of political conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries.		Understanding	A - Acquisition	
Effects of European Explorations of the 15th through the 17th centuries.		Understanding	A - Acquisition	

Influence of the Crusades, the Renaissance, and the Reformation on European Exploration.		Understanding	A - Acquisition	
Motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities.		Evaluating	D- Adaptation	
The course of the Columbian Exchange.		Analyzing	C - Assimilation	
The effects of the triangular trade on regions of the world.		Analyzing	C - Assimilation	
The development of slavery in the American colonies.		Evaluating	D-Adaptation	
	Compare by similarities and differences among the economic, geographical, social, and political conditions before and after European explorations.	Analyzing	D- Adaptation	
	Describe the influence of the Crusades, Renaissance, and Reformation on European exploration.	Evaluating	B - Application	
	Analyze and evaluate the course of the Columbian exchange and its impact on the economies of the world.	Analyzing	D - Adaptation	
	Explain examples of how the triangular trade and the development of slavery affected the colonies.	Evaluating	C- Assimilation	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

Week 1: Students should be able to:

- Analyze (breakdown) and compare the impact of economic, geographic, social, and political conditions and events that influenced Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries.

KEY VOCABULARY

- Indigenous
- Motives
- Mercantilism
- Persecution
- Oppression
- Impact
- Global
- Nomadic
- Aztec
- Anasazi
- Pueblo
- Iroquois
- Benin
- Kongo

	<ul style="list-style-type: none"> • Crusades • Renaissance • Reformation 	<ul style="list-style-type: none"> • Islam • Christianity
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • Why did Europeans explore and colonize North America, and how did the English colonies in North America develop? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	
ACTIVITIES & RESOURCES		
RTI	EXTENSION OPPORTUNITIES	

CONTENT STANDARDS

PRIORITY STANDARDS

- **2 - Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.**
 - 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
 - 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

SUPPORTING STANDARDS

- **1 - 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.**
 - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
 - 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
- **3 - Trace the chronology of 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.**
 - Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
 - Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
 - Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau
 - Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians
 - Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians

KNOWLEDGE (students need to know):

SKILLS (students need to be able to do):

BLOOM'S TAXONOMY

QUAD

ACT

Regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.		understanding	A - Acquisition	
Impact and details of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact.		Evaluating	C- Assimilation	
The role of the House of Burgesses and New England town meetings in the development of early American colonies.		Understand	A - Acquisition	
The impact of the Great Awakening on early American colonial society.		Analyzing	C-Assimilation	
	Compare and contrast regional differences among early New England, Middle, and Southern colonies	Analyzing	C - Assimilation	
	Locate the appropriate colonies in each region on a map.	Understand	A- Acquisition	
	Analyze the effect of geography and weather on the development of regional colonies.	Analyzing	C - Assimilation	
	Analyze primary documents.	Analyzing	D - Adaptation	
	Describe the impact of the Great Awakening on colonial society.	Evaluating	B - Application	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <p>Week 1: Students should be able to:</p> <ul style="list-style-type: none"> Compare and contrast the early American colonies based on regional differences. <p>Week 2: Students should be able to</p> <ul style="list-style-type: none"> Analyze the effects of essential documents and events on the 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Regional Magna Carta English Bill of Rights Mayflower Compact House of Burgesses Great Awakening Middle Colonies Southern Colonies Sugar Act Stamp Act Boston Massacre Boston Tea Party
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development of early American colonies.	<ul style="list-style-type: none"> • New England Colonies
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • Why did the colonies have different economic and political systems? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> •
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
ACTIVITIES & RESOURCES	
RTI	EXTENSION OPPORTUNITIES

UNIT 3: The American Revolution

DURATION: 5 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **3 - Trace the chronology of 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.**
 - Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
 - Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
 - Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau
 - Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians
 - Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians

SUPPORTING STANDARDS

- **1 - 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.**
 - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
 - 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
- **4 - 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

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Details of important events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre,		Understanding	A - Acquisition	

passage of the Intolerable Acts, the Battle of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.				
The role of key revolutionary leaders, including George Washington, John Adams, Thomas Jefferson, Patrick Henry, Samuel Adams, Paul Revere, Crispus Attucks, Gilbert du Motier, and Marquis de Lafayette.		Analyzing	D-Adaptation	
The importance of key revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown.		Understanding	A - Acquisition	
Influence of the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau on the major ideas in the Declaration of the Declaration of Independence.		Evaluating	D - Adaptation	
Perspectives of differing groups in society and their roles in the American Revolution including men, women, white settlers, free and enslaved African Americans, and American Indians.		Analyzing	C - Assimilation	
Provisions of the Treaty of Paris of 1783.		Analyzing	D - Adaptation	
	Trace the chronology of events leading up to the American Revolution by following the course, movement, and development of the event.	Applying	C - Assimilation	
	Analyze and explain the role of key revolutionary leaders by interpreting the significance of these individuals.	Analyzing	D - Adaptation	
	Trace the geographic locations of important Revolutionary battles and explain the significance of each. Summarize the major ideas of the Declaration of Independence .	Applying	C - Assimilation	

	Analyze the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau and relate these to the major ideas within the Declaration of Independence.	Analyzing	D - Adaptation	
	Compare the perspectives of differing groups in society and their roles in the American Revolution by showing the similarities and differences in these groups.	Evaluating	C - Assimilation	
	Analyze the impact of the Treaty of Paris of 1783 on the United States' relationship with European nations and American Indians.	Analyzing	C - Assimilation	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) Week 1: Students should be able to: <ul style="list-style-type: none"> Analyze the significance of events, leaders, important battles, major political and social theories and philosophies, perspectives of different groups in society, and the impact of political documents on the causes of the American Revolution, the course of the war, and the relationships of the United States with Europe and Native Americans after the war. 	KEY VOCABULARY <ul style="list-style-type: none"> Loyalists Patriots Saratoga Valley Forge Treaty of Paris Egalitarianism Marquis de Lafayette Yorktown Olive Branch Petition Stamp Act Boston Massacre Committee of correspondence
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> What were the causes and major events of the American Revolution, and how did the new American republic develop? 	PRIOR KNOWLEDGE <ul style="list-style-type: none">

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES	
RTI	EXTENSION OPPORTUNITIES

UNIT 4: Creating a New Government

DURATION: 6 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **4 - 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
- **5 - Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCulloch versus Maryland, and Cherokee Nation versus Georgia.**
 - Explaining concepts of loose and strict interpretations of the Constitution of the United States
- **10 - Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.**
 - Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

SUPPORTING STANDARDS

- **6 - 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.**
 - Examples: Embargo Act, Alien and Sedition Acts, impressment
- **11 - 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
 - Explaining the emergence of uniquely American writers Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe
 - Explaining 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

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
The inadequacies of Articles of Confederation and how these lead to the writing of the Constitution.		Understanding	B - Application	

Personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States.		Evaluating	C - Assimilation	
The purpose and effects of the Federalist Papers.		Analyzing	C - Assimilation	
Details of the political system of the United States based on the Constitution of the United States.		Evaluating	C - Assimilation	
The meaning and purpose of the elastic clause.		Analyzing	C - Assimilation	
The purpose of the Bill of Rights and the effects of these amendments.		Evaluating	B - Adaptation	
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.		Understanding	B - Application	
The reasons for and effects of the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments.		Analyzing	C - Assimilation	
	Analyze and describe the political system of the United States based on the Constitution of the United States by giving a verbal or written account with characteristics of the political system.	Analyzing	D - Adaptation	
	Interpret the Preamble of the Constitution, separation of powers, federal system; elastic clause, the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments by examining these parts.	Evaluating	C - Assimilation	

	Describe the inadequacies of the Articles of Confederation by giving a verbal or written account of the weaknesses.	Understanding	B - Application	
	Distinguish personalities, ideas, issues, ideologies and compromises related to the Constitutional by highlighting these differences.	Evaluating	C - Assimilation	
Details of key cases that helped shape the United States Supreme Court, including Marbury v. Madison, McCullough v. Maryland, and Cherokee Nation v. Georgia.		Analyzing	C - Assimilation	
The concepts of loose and strict interpretations of the Constitution of the United States.		Analyzing	C - Assimilation	
	Explain key Supreme Court cases.	Evaluating	D - Adaptation	
	Analyze primary source documents regarding relevant Supreme Court cases.	Analyzing	B - Application	
	Explain loose and strict interpretations of the Constitution of the United States.	Evaluating	C - Assimilation	
Key ideas of Jacksonian Democracy and their impact on political participation, political parties, and constitutional government.		Evaluating	C - Assimilation	
Reasons for and impact of extension of voting rights during the Jackson presidency.		Understanding	B - Application	
Reasons for, controversy surrounding, and impact of the Indian Removal Act the common man ideal.		Understanding	B - Application	
	Use primary sources and graphic organizers to analyze and examine key ideas of Jacksonian Democracy.	Analyzing	B - Application	
	Utilize maps for historical understanding.	Evaluating	C - Assimilation	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

Week 1: Students should be able to:

- Describe the political system of the United States based on the Constitution of the United States and the factors that influenced its development.
- Identify and analyze factors that have led to the various interpretations of the Constitution and related documents.

Week 2: Students should be able to:

- Analyze key Supreme Court cases and explain the impact of each on the U.S. Supreme Court and on American social and political life

Week 3: Students should be able to:

- Analyze the concepts and ideals of Jacksonian Democracy and evaluate the social and political impact they have had on the United States.

KEY VOCABULARY

- Political System
- Elements
- Distinguishing
- Ideologies
- Conflicting
- Concepts
- Influences
- Analyzing
- Jacksonian Democracy
- Ideals
- Concepts
- Republic
- Republicanism
- Articles of Confederation
- Confederation
- Land ordinance of 1785
- Northwest Ordinance of 1787
- Shays's Rebellion
- James Madison
- Roger Sherman
- Great Compromise
- Three - Fifths Compromise
- Federalism
- federalism
- Antidederalists
- The Federalist
- Bill of Rights
- Legislative branch
- Executive branch
- Judicial branch
- Checks and balances
- Electoral college
- Judiciary Act of 1789
- Alexander Hamilton
- Cabinet
- Bank of the US
- Democratic- Republicans
- Two-Party system
- Protective tariff
- Excise tax
- Neutrality
- Edmont Genet
- Thomas Pinckey
- Little Turtle
- John Jay
- Sectionalism
- XYZ Affair
- Alien and Sedition Acts
- Nullification
- Lewis and Clark
- Aaron Burr
- John Marshall
- Judiciary Act of 1801
- Midnight Judges
- Marbury v. Madison
- Judicial review
- Louisiana Purchase
- Sacajawea
- blockade
- impressment
- embargo
- William Henry Harrison
- Tecumseh
- War hawk
- Treaty of Ghent
- armistice

ESSENTIAL QUESTION(S)

- What were the major ideals, and beliefs on which the new government was founded?

PRIOR KNOWLEDGE

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FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

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ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
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UNIT 5: Westward Expansion and Manifest Destiny

DURATION: 6 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **6 - 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.**
 - **Examples: Embargo Act, Alien and Sedition Acts, impressment**
- **7 - 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.**
- **9 - 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: Waltham-Lowell system, "old" immigration, changing technologies**
- **11 - 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**
 - **Explaining the emergence of uniquely American writers**
Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe
 - **Explaining 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**

SUPPORTING STANDARDS

- **1 - 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.**
 - **Describing the influence of the Crusades, Renaissance, and Reformation on European exploration**
 - **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**
- **8 - 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.**
- **10 - Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.**
 - **Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Details of the relations of the United States with Britain and France from 1781 to 1823.		Evaluating	C - Assimilation	
The causes and effects of impressment.		Analyzing	C - Assimilation	

The reasons for the Alien and Sedition Acts and the Embargo Act.		Evaluating	D - Adaptation	
The importance of the XYZ Affair.		Understanding	B - Application	
The causes and results of the War of 1812.		Analyzing	D - Adaptation	
The reasons for the Monroe Doctrine and the policies it established.		Evaluating	C - Assimilation	
	Describe relations of the United States with Britain and France from 1781 to 1823.	Evaluating	C - Assimilation	
	Analyze the XYZ Affair.	Analyzing	C - Assimilation	
	Identify the causes and effects of the War of 1812.	Evaluating	C - Assimilation	
	Analyze primary sources relating to affairs between the U.S., Britain, and France, including the Monroe Doctrine.	Analyzing	D - Adaptation	
The influence of improved transportation systems on economic nationalism during the Era of Good Feelings.		Understanding	B - Application	
The importance of Henry Clay's American System on the economics of this time period.		Analyzing	D - Adaptation	
Causes and effects of the growth of slavery and the corresponding emergence of the plantation system.		Analyzing	C - Assimilation	
Causes and effects of the beginning of industrialism in the Northeast.		Analyzing	C - Assimilation	
	Use primary sources to analyze the dynamics of economic nationalism during the Era of Good Feelings.	Evaluating	C - Assimilation	
	Use maps to identify and trace internal improvements that were made during the Era of Good Feelings as a result of Henry Clay's American System.	Analyzing	D - Adaption	

	Analyze primary resources to understand the causes for the growth of slavery and the corresponding emergence of the plantation system.	Analyzing	D - Adaption	
Events in the United States outside Alabama from 1781 to 1823.		Understanding	B - Application	
Events related to Alabama's statehood.		Understanding	B - Application	
Details of Alabama's acquisition of land in the years surrounding statehood.		Understanding	B - Application	
Causes and consequences of the Creek War.		Analyzing	D - Adaptation	
	Compare major events in Alabama from 1781 to 1823 to events happening in the United States outside of Alabama.	Analyzing	C - Assimilation	
	Analyze Alabama's statehood as part of the expanding United States.	Analyzing	C - Assimilation	
	Analyze patterns of settlement and acquisition of land in Alabama to patterns seen in the U.S. outside of Alabama.	Analyzing	D - Adaptation	
	Describe the Creek War and relate it to patterns of interaction with American Indians throughout the U.S.	Understanding	B - Application	
The impact of American social and political reform on the emergence of a distinct American culture.		Understanding	A - Acquisition	
The impact of the Second Great Awakening on the emergence of a national identity.		Understanding	A - Acquisition	
Emergence of uniquely American writers including James Fenimore Cooper, Henry David Thoreau, and Edgar Allen Poe.		Understanding	A - Acquisition	
The influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony.		Understanding	B - Application	

The development of social reform movements prior to the Civil War.		Analyzing	D - Adaptation	
	Evaluate the impact of American social and political reform.	Evaluating	C - Assimilation	
	Discuss the emergence of a distinct culture including the advantages, disadvantages, limitations, etc.	Analyzing	D - Adaptation	
	Compare the impact of the Second Great Awakening and other reform movements on the emergence of a national identity.	Analyzing	D - Adaptation	
	Describe the emergence of uniquely American writers.	Understanding	B - Application	
	Describe the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on American society.	Understanding	B - Application	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

Week 1: Students should be able to:

- There were events and policies that directly influenced the relationship of the United States with Britain and France from 1781 to 1823.

Week 2: Students should be able to:

- Locate points on a map.
- Describe causes, courses, and consequences of United States' expansionism prior to the Civil War.
- Analyze primary sources relating to the United States' expansionism prior to the Civil War.
- Analyze key events and ideas that influenced U.S. expansionism prior to the Civil War.

Week 3: Students should be able to:

- Compare major events in Alabama from 1781 to 1823 to events happening in the United States outside of Alabama.
- Analyze Alabama's statehood as part of the expanding United States.
- Analyze patterns of settlement and acquisition of land in

KEY VOCABULARY

- Jeffersonian Republicanism
- Manifest Destiny
- Monroe Doctrine
- Trail of Tears
- Market Revolution
- Lowell Textile Mills
- Nationalism
- Samuel F.B. Morse
- specialization
- market revolution
- capitalism
- entrepreneur
- telegraph
- John Deere
- Cyrus McCormick
- Treaty of Fort Laramie
- Stata Fe Trail
- Oregon Trail
- Mormons
- Frederick Douglass
- Eli Whitney
- Interchangeable parts
- mass production
- Industrial Revolution
- cotton gin
- Henry Clay
- American System
- National Road
- Erie Canal
- Tariff of 1816
- McCulloch v. Maryland
- John Quincy Adams
- nationalism
- Adams-Onis Treaty
- Missouri Compromise
- Andrew Jackson
- Democratic-Republican Party
- Spoils System
- Indian Removal Act

<p>Alabama to patterns seen in the U.S. outside of Alabama.</p> <ul style="list-style-type: none"> Describe the Creek War and relate it to patterns of interaction with American Indians throughout the U.S. <p>Week 4: Students should be able to:</p> <ul style="list-style-type: none"> Use primary sources to analyze the dynamics of economic nationalism during the Era of Good Feelings. Use maps to identify and trace internal improvements that were made during the Era of Good Feelings as a result of Henry Clay's American System. Analyze primary resources to understand the causes for the growth of slavery and the corresponding emergence of the plantation system. 	<ul style="list-style-type: none"> Joseph Smith "Fifty - Four" Forty or Flight" Stephen F. Austin Land Grant Antonio Lopez de Santa Anna Texas Revolution Alamo Sam Houston Republic of Texas annex Second Great Awakening Ralph Waldo Emerson Henry David Thoreau Utopian community abolition emancipation <ul style="list-style-type: none"> Trail of Tears Deniel Webster John C. Calhoun Tariff of Abominations Bank of the US Whig Party Martin Van Buren Panic of 1837 William Henry Harrison John Tyler Charles Grandison Finney Revival transcendentalism civil disobedience Dorothea Dix William Lloyd Garrison David Walker
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> How did the Jeffersonian Era, the Age of Jackson, and manifest destiny contribute to the growth of the nation during the first half of the 19th century? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none">

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES
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UNIT 6: The Civil War

DURATION: 4 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- 14 - 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.
 - Identifying 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
Example: President Abraham Lincoln’s philosophy of union, executive orders, and leadership
 - Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation
 - Explaining reasons border states remained in the Union during the Civil War
 - Describing 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
 - Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton
 - Tracing Alabama’s involvement in the Civil War

SUPPORTING STANDARDS

- 13 - 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 Indian War, and reliance on cotton
 - 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 States

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Major military and political events of the Civil War, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea.		Evaluating	C - Assimilation	
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.		Analyzing	D - Adaptation	

Divisions of resources, population distribution, and transportation in the nation during the Civil War.		Analyzing	C - Assimilation	
Reasons border states remained in the Union during the Civil War.		Evaluating	C - Assimilation	
Major nonmilitary social and political events during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address.		Evaluating	C - Assimilation	
The role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton. Major aspects of Alabama's involvement in the Civil War.		Understanding	A - Acquisition	
	Describe major military and political events of the Civil War.	Understanding	B - Application	
	Trace important Civil War battles in a map.	Analyzing	C - Assimilation	
	Identify key Northern and Southern Civil War personalities, and analyze the role and influence of each.	Analyzing	C - Assimilation	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week) Week 1: Students should be able to:</p> <ul style="list-style-type: none"> ● 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● Underground Railroad ● Dred Scott ● Secession ● Compromise of 1850 ● Popular sovereignty ● Fugitive Slave Act ● Personal liberty laws ● Underground Railroad ● Kansas- Nebraska Act ● Bleeding Kansas ● Nativism 	<ul style="list-style-type: none"> ● Stonewall Jackson ● Ulysses S. Grant ● Shiloh ● Monitor ● Robert E. Lee ● Antietam ● Emancipation proclamation ● Bull Run ● Habeas corpus ● Copperhead ● Conscription
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	<ul style="list-style-type: none"> ● Free-soil Party ● Freeport Doctrine ● Roger B. Tandy ● Abraham Lincoln ● Fort Sumter ● Anaconda plan 	<ul style="list-style-type: none"> ● Income ● Gettysburg ● Chancellorsville ● Vicksburg ● Gettysburg Address ● National Bank Act
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> ● What were the causes of the Civil War and how has it impacted American society and what impact did Reconstruction have on the nation? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> ● 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

UNIT 7: Reconstruction

DURATION: 3 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **15 - 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 carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan**
 - **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 that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama**

SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Congressional and presidential reconstruction plans, including African-American political participation.		Evaluating	C - Assimilation	
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.		Evaluating	D - Adaptation	
The Compromise of 1877.		Understanding	B - Application	
Social restructuring of the South, including Southern military districts, the role of		Analyzing	D - Adaptation	

carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan.				
Post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments.		Evaluating	C - Assimilation	
The causes of the impeachment of President Andrew Johnson.		Analyzing	C - Assimilation	
The impact of the Jim Crow laws and Plessy versus Ferguson on the social and Political structure of the South after Reconstruction.		Analyzing	D - Adaptation	
Political and social motives that shaped the Constitution of Alabama of 1901 and their long-term effect on politics and economics in Alabama.		Evaluating	C - Assimilation	
	Compare congressional and presidential reconstruction plans.	Analyzing	D - Adaptation	
	Trace the economic changes in the post Civil War period for whites and African Americans in the North and South.	Evaluating	C - Assimilation	
	Describe the Compromise of 1877.	Understanding	B - Application	
	Summarize the post-Civil War constitutional amendments.	Evaluating	C - Assimilation	
	Explain the causes of the impeachment of Presidential Andrew Johnson.	Analyzing	D - Adaptation	
	Explain the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political structure of the South after Reconstruction.	Evaluating	C - Assimilation	
	Analyze the political and social motives that shaped the Alabama Constitution of 1901 to determine the long term political and examining effects.	Analyzing	C -Assimilation	

	Analyze primary source documents relating to reconstruction plans, segregation, and the Constitution of Alabama of 1901.	Analyzing	C - Assimilation	
	Determine the effects of different reconstruction plans on a map.	Understanding	B - Application	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week) Week 1: Students should be able to:</p> <ul style="list-style-type: none"> Analyze and compare the short- and long-term impacts of the social, economic, and political realities of the Reconstruction Era on the United States as a whole, regionally, and in Alabama. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Andrew Johnson Reconstruction Radical Republicans Thaddeus Stevens Wade-Davis Bill Freedmen’s Bureau Black codes 14th Amendment Impeach 15th Amendment Scalawag Carpetbagger Hiram Revels Sharecropping Tenant farming Ku Klux Klan (KKK) Panic of 1873 Redemption Rutherford B. Hayes Samuel J. Tilden Compromise of 1877 Home Rule
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> What impact did Reconstruction have on the nation and what were the consequences of ending it? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none">

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

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RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

UNIT 8: Post Reconstruction

DURATION: 4 weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **16 - Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.**
 - 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

SUPPORTING STANDARDS

- **1 - 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.**
 - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
 - 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

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The reasons for and impact of Manifest Destiny Changes that occurred in rural American society during this time period, the reasons for these changes, and the results of them.		Analyzing	D - adaptation	
The impact of legislation and social pressures on specific groups, such as American Indians.		Analyzing	C - Assimilation	
The ways various immigrant groups compare.		Applying	C - Assimilation	
	Evaluate a historical time period in order to determine its causes and impact.	Evaluating	D - Adaptation	

	Compare social groups in order to determine the impact of political, social, and economic pressures on each.	Analyzing	D - Adaptation	
	Trace the movements, migration and immigration, of various groups on a map and describe the impact of these movements on the group and society.	Evaluating	C - Assimilation	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) Week 1: Students should be able to: <ul style="list-style-type: none"> Changes that took place throughout American society in the years prior to World War I. 	KEY VOCABULARY <ul style="list-style-type: none"> Migration Immigration Urban Rural Assimilation
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> How did westward migration after the Civil War affect the United States? 	PRIOR KNOWLEDGE <ul style="list-style-type: none">

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES
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