**SUBJECT: US History GRADE: 10 TIMELINE: Qtr 1**

**Theme/Big Ideas for this Unit**

Early America, European Colonies and Colonialism, American Revolution

**Essential Questions for this Unit**

1. How should nations balance individual rights, states’ rights and federal authority?

2. How can the tension between societal needs and individual liberties be reconciled?

3. How are new governments created?

| Standards | Content | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| S1.C4.PO 1. Assess the economic, political, and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War; b. colonists’ reaction to British policy ideas expressed in the Declaration of Independence.  S1.C4.PO 4. Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation; b. Articles of Confederation; c. Constitutional Convention; d. struggles over ratification of the Constitution; e. creation of the Bill of Rights  S1.C4.PO 3. Describe the significance of major events in the Revolutionary War: a. Lexington and Concord; b. Bunker Hill; c. Saratoga; d. writing and ratification of the Declaration of Independence; e.Yorktown S1.C4.PO 5. Examine the significance of the following in the formation of a new nation: a. presidency of George Washington, b. economic policies of Alexander Hamilton, c. creation of political parties under Thomas Jefferson and Alexander Hamilton, d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison. | -Causes of the War -Declaration of Independence -Articles of Confederation  -Leaders and Founding Fathers -Enlightenment -Ideals Major Battles and Turning Points  -Constitutional Convention -United States Constitution Bill of Rights -Federalists and Anti-Federalists  -Foundations of the American Political System | -Describe the major culture areas prior to the arrival of Europeans to North America.  -Analyze how the contact with Europeans affected the people of the Americas.  -Explain the rivalry among European nations.  -Explain the differences of various segments of North America.  -Describe the structure and powers of the national government under the Articles of Confederation.  -Summarize the arguments for and against ratification of the Constitution.  -Explain the principles of the Constitution.  Describe how Washington’s administration built the federal government.  -Explain how territorial expansion brought Americans into conflict with the British and Native Americans  -Identify the importance of the Louisiana Purchase and further expansion | Informal Assessments:  -Class Readings -Homework, -Debates/Discussion -small group presentations  Formal Assessments: Tests, Quizzes, Geography, primary document writing, researched political debates, Project Based Learning, Essay writing,  Semester exam,  National Advanced Placement exam (for AP) | Textbooks:  -United States History (Pearson)  -By the People (AP)  -National Museum of the American Indian -The Map Of Native American Tribes You've Never Seen Before -Trans-Atlantic Slave Voyages -Race: The Power of an Illusion – Documentary Film Supporting Website -KHAN Academy (US History) -National Archives: American Originals -National Archives: African American Heritage -The Rise and Fall of Jim Crow - PBS -Crash Course:  U.S. History: The Black Legend, Native Americans, and Spaniards, -When is Thanksgiving? Colonizing America, The Natives and the English, The Quakers, the Dutch, and the Ladies, The Seven Years War and the Great  -Document Based Questions (US History) <https://sheg.stanford.edu/> | Anasazi  Moundbuilders  Cohokia  Iroquois  Confederacy:  Aztec:  Incas  Catholic Church  Treaty of Tordesillas  Columbian Exchange  New Spain  Mestizo  Small pox  Conquistadors  Nation State  Seven Cities of Cibola  Angelicans  Roanoke  Jamestown  John Smith  Pocahontas  Tobacco  Pilgrims  Puritans  Indentured Servants  Pequot War  Metacom’s War  Bacon’s Rebellion  New France  Hacienda  Pueblo Revolt  Salem Witch Trials  Pontiac’s Rebellion  William Pitt:  Proclamation Line:  Republicanism:  Impressment:  Sons of Liberty:  “no taxation without representation”:  Boston Massacre  First Continental Congress  War of Independence  Second Continental Congress  Thomas Paine  Articles of Confederation  British Loyalists  George Washington  Treaty of Paris |

**SUBJECT: US History GRADE: 10 TIMELINE: Qtr 2**

**Theme/Big Ideas for this Unit**

Expansion, Civil War, Secularism, Industrial Age

**Essential Questions for this Unit**

1. Why do people migrate?

2. What impact does expansion have on indigenous populations?

3. What compels a group of citizens to fight against their own government and people?

| Standards | Content | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| S1.C5.PO 1. Trace the growth of the American nation during the period of western expansion: a. Northwest Territory; b. Louisiana Territory; c. Florida; d. Texas; e. Oregon Country; f. Mexican Cession; g. Gadsden Purchase; h. Alaska.  S1.C6.PO 1. Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West; b. balance of power in the Senate (e.g., Missouri and 1850 Compromises); c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act); d. role of abolitionists (e.g., Frederick Douglass and John Brown); e. debate over popular sovereignty/states rights; f. Presidential election of 1860  S1.C6.PO 3. Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South; b. Lincoln’s assassination; c. Johnson’s impeachment; d. Thirteenth, Fourteenth and Fifteenth S1.C5.PO 3. Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont); b. fur traders; c. miners; d. missionaries (e.g., Father Kino, Circuit Riders) S1.C5.PO 4. Describe the impact of European-American expansion on native peoples. S1.C6.PO 2. Analyze aspects of the Civil War: a. changes in technology; b. importance of resources; c. turning points; d. military and civilian leaders; e. effect of the Emancipation Proclamation; f. effect on the civilian populations S1.C7.PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson), b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924), 2018-2019 Social Studies Curriculum Map, American History, Q2 Office of Curriculum, Instruction, and Professional Development Amendments; resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877) S1.C7.PO 1. Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century: a. mass production, b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act), c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver), d. labor movement (e.g., Bisbee Deportation), e. trade  S1.C7.PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee); b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War); c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor); d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting); e. corruption (e.g., Tammany Hall, spoils system); f. World War I (e.g., League of Nations, Isolationism); g. Red Scare/Socialism; h. Populism | -Birth of American -Jacksonian -Democracy -Louisiana Purchase -Mexican American War -Impacts on Native Americans -Great Awakening Ideas and Reforms -Slavery Expansion and Conflict  -Causes of the Civil War -Major Leaders & Confederate States -Turning Points in War -Impact of the War on Various Groups -Lincoln’s Assassination -Reconstruction Plans -Black Codes and Jim Crow | -Analyze why industrialization took place in the north and why agriculture and slavery were entrenched in the south.  -Analyze the significance of Andrew Jackson and his policies/actions.  -Explain the concept of the Manifest Destiny  -Analyze the causes and challenges of westward migration.  -Examine the Second Great Awakening.  -Describe the Seneca Falls Convention and its effects.  -Analyze why slavery in the territories was a divisive issue between North and South.  -Describe the causes, outcomes and effects of the Civil War.  -Asses the roles of African Americans in the Civil War.  -Explain the multiple reasons why a plan was needed for Reconstruction in the south.  -Examine the effects of the Civil War.  -Analyze the factors that encouraged industrialization in the late 1800s.  -Sequence and examine the events of the close of the Indian Wars in America.  -Compare new immigrants to the “old” immigrants.  -Analyze what immigrants faced in America and how they adapted to fit in.  -Analyze urban growth.  -Evaluate the effectiveness of the government’s Americanization of Indians.  -Assess the importance of economic issues in the late 1800s.  -Evaluate social reforms of the time. | Informal Assessments:  -Class Readings -Homework, -Debates/Discussion -small group presentations  Formal Assessments: Tests, Quizzes, Geography, primary document writing, researched political debates, Project Based Learning, Essay writing,  Semester exam,  National Advanced Placement exam (for AP) | Texts:  -United States History (Pearson)  -By the People (AP)  -Library of Congress – Civil War Photography -National Archives: Freedmen’s Bureau -The Freedmen’s Bureau Online -Descriptors of DOK Levels for Social Studies -- -HESS Cognitive Rigor Matrix (Social Studies/Humanities) -Document Based Questions (US History) <https://sheg.stanford.edu/>  -Socratic Seminar | Louisiana Purchase  Bill of Rights  Lewis and Clark  War of 1812  Tecumseh  Benjamin Harrison  Tariff  Judicial Review  separation between church and state  Religious Establishment  Deist  Second Great Awakening  Corps of Discovery  Embargo Act  War Hawks  Treaty of Ghent  Hartford Convention  Monroe Doctrine  Eli Whitney  Cotton Economy  Cotton Gin  “Alabama Fever”  Financial Panic of 1819  Erie Canal  Mississippi River  Samuel F. B. Morse  Era of Good Fellings  Marbury vs. Madison  McCulloch vs. Maryland  Missouri Compromise  James Monroe  John Quincy Adams  Whig Party  Democratic Party  Tariff of Abominations  Andrew Jackson  Indian Removal Act  Trail of Tears  Second Bank of the United States  Andrew Jackson vs. John C. Calhoun  Daniel Webster  Utopia  Blackhawk’s War  Joseph Smith  Transcendentalism  Horace Mann  Abolitionists  Great Famine of 1845-1850  Treaty of Guadalupe Hidalgo  Dred Scott Decision  Underground Railroad  Amistad  American Anti-Slavery Society:  Seneca Falls Woman’s Rights Convention  -Antietam  -Fort Sumter  -1st Bull Run  -Ullysses S. Grant  -Army of Northern Virginia  -Emancipation Proclamation  -Peace Democrats  -Internal Revenue Service  -Greenbacks  -New York Draft Riot  -13th Amendment  -Clara Barton  -William T. Sherman  -Abraham Lincoln  Ku Klux Klan  Moderates  Radical Republicans  Freedmen’s Bureau  Presidential Reconstruction  Congressional Reconstruction  Black Codes  Civil Rights Act of 1866  14th Amendment:  Impeachment  Sharecropping  Reconstruction  Andrew Johnson:  Jim Crow segregation  Booker T. Washington  Amnesty  Promontory Point UT  Homestead Act:  Transcontinental Railroad  Union Pacific Railroad  Gold Rush  “Gilded Age”  John D. Rockefeller  Thomas Edison  Corporations  Monopolies  Andrew Carnegie  Middle Class  Cholera  “Melting Pot”  Ellis Island |

**SUBJECT: US History GRADE: 10 TIMELINE: Qtr 3**

**Theme/Big Ideas for this Unit**

Progressive Era, The Great Depression, World War II

**Essential Questions for this Unit**

1. What role should the government play in the economy?

2. When is it appropriate for the government to get involved in the economy?

3. How should nations resolve conflict and how can they ensure lasting peace?

| Standards | Content | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| S1.C8.PO 1. Describe causes and consequences of the Great Depression: a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash); b. Dust Bowl (e.g., environmental damage, internal migration); c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines); d. changes in expectations of government (e.g., New Deal programs) S1.C8.PO 2. Describe the impact of American involvement in World War II: a. movement away from isolationism; b. economic recovery from the Great Depression; c. homefront transformations in the roles of women and minorities; d. Japanese, German, and Italian internments and POW camps; e. war mobilization ( e.g., Native American Code-Talkers, minority participation in military units, media portrayal); f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki | -Progressive Movement  -Stock Market and Causes of the Great Depression -Changes in Domestic Policy -New Deal -Foreign Policy -Causes of World War II -American Mobilization to World War II -Course of the War -Impacts of the War | -Analyze Progressives’ attitudes toward minority rights.  -Explain the impact of Roosevelt’s actions towards managing the environment.  -Identify the key factors that caused the Americans to want to take a greater role overseas.  -Identify the causes of World War I  -Understand the contributions of America in WWI  -Analyze the consumer revolution and the bull market of the 1920s.  -Describe the concept of modernism shown in art and literature reflected postwar disillusionment.  -Explain the Stock Market crash and how it led the the Great Depression.  -Describe the affects of the Great Depression.  -Analyze the New Deal and how it affected social and economic reform.  -Explain the rise of dictatorship and how the US and its allies responded.  -Sequence the events of World War II.  -Analyze the ending of WWII and how the Atomic Bomb forever changed the world. | Informal Assessments:  -Class Readings -Homework, -Debates/Discussion -small group presentations  Formal Assessments: Tests, Quizzes, Geography, primary document writing, researched political debates, Project Based Learning, Essay writing,  Semester exam,  National Advanced Placement exam (for AP) | Texts:  -United States History (Pearson)  -By the People (AP)  -Library of Congress -Descriptors of DOK Levels for Social Studies -- -HESS Cognitive Rigor Matrix (Social Studies/Humanities) -Document Based Questions (US History) <https://sheg.stanford.edu/>  -Socratic Seminar | NAACP  -Farmers Alliance  -Socialist Party  -United Mine Workers of America  -Ludlow Massacre  -Social Darwinsim  -Theodore Roosevelt  -Booker T. Washington  -Federal Trade Commission  -Stock Market Crash:  -New Deal  Indian New Deal  -John Collier  -Dust Bowl  Isolationism    Lend-Lease Act  Selective Service System  “Rosie the Riveter”  Zoot Suit Riots  Japanese Internment  Operation Overloard  Codetalkers  Manhatten Project  Franklin Delano Roosevelt  Harry S. Truman  *Enola Gay*:  USS Missouri |

**SUBJECT: US History GRADE: 10 TIMELINE: Qtr 4**

**Theme/Big Ideas for this Unit**

Cold War, Civil Rights, Contemporary Issues

**Essential Questions for this Unit**

1. What role should the government play in the economy?

2. When is it appropriate for the government to get involved in the economy?

3. How should nations resolve conflict and how can they ensure lasting peace?

| Standards | Content | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| S1.C9.PO 1. Analyze aspects of America’s post World War II foreign policy: a. international activism (e.g., Marshall Plan, United Nations, NATO); b. Cold War (e.g., domino theory, containment, Korea, Vietnam); c. Arms Race (e.g., Cuban Missile Crisis, SALT); d. United States as a superpower (e.g., political intervention and humanitarian efforts) S1.C9.PO 2. Describe aspects of American post-World War II domestic policy: a. McCarthyism; b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments); c. Supreme Court Decisions (e.g., the Warren and Burger Courts); d. Executive Power (e.g., War Powers Act, Watergate); e. social reforms Great Society and War on Poverty; f. Space Race and technological developments S1.C10.PO 3. Describe how key political, social environmental, and economic events of the late 20th century and early 21st century (e Central American wars/Iran-Contra, End of Cold War, First Gulf War, September 11th affected and continue to affect, the United States | -Cold War Conflicts -Foreign Policy -Social Transformation -Civil Rights -Domestic Policy  -Domestic Politics and Policies Environmental -Issues Terrorism -Nuclear Proliferation -Human Rights -Globalization -Poverty | -Trace the reasons the alliance of the US and Soviet Union unraveled after WWII.  -Describe how Cold War tensions were intensified by the arms and space races.  -Describe the flare up of the Cold War in places like Cuba, Korea, Vietnam, and Afghanistan.  -Analyze the rise and fall of McCarthyism.  -Describe the economy of the postwar period.  -Analyze the significances of the presidents: JFK, Richard Nixon, Ronald Reagan, Barack Obama, and Donald Trump.  -Describe the advancements of technologies and how they affected society at large.  -Assess US foreign policy in the Middle East.  -Explain how globalization and the rise of the service sector affects the American economy.  -Examine the effects of 9/11 on the US and world.  -Analyze the polarization of American society in the 2000s. | Informal Assessments:  -Class Readings -Homework, -Debates/Discussion -small group presentations  Formal Assessments: Tests, Quizzes, Geography, primary document writing, researched political debates, Project Based Learning, Essay writing,  Semester exam,  National Advanced Placement exam (for AP) | Texts:  -United States History (Pearson)  -By the People (AP)  -Library of Congress -Descriptors of DOK Levels for Social Studies -- -HESS Cognitive Rigor Matrix (Social Studies/Humanities) -Document Based Questions (US History) <https://sheg.stanford.edu/>  -Socratic Seminar | Soviet Union  Cold War  Space Race  Sputnik  Alan Shepard  NASA  John F. Kennedy  Cuban Missile Crisis  Nation of Islam  MLK  Montgomery AL  Vietnam War  Richard Nixon  Kent State  Wounded Knee  AIM  Iranian Hostage Crisis  Ronald Reagan  AIDS  Iran-Contra Scandal  Berlin Wall  Fall of Communism  Columbine CO shooting  Iraq wars  September 11, 2001  New technologies  Hurrican Katrina  Barack Obama  Donald Trump  January 6th 2021 |