

## Instructional Guide

Grade Level: Tenth Grade Subject: Social Studies School System : Pickens County

School Year: 2011-2012

Time Period  (Pacing – when)	AHSGE Correlations	Standards/ Components  (Pacing – what)	Resources/ Activities  (Pacing – how)  Curricular Alignment	Date of Common Formative Assessment  (Pacing – how well)	Mapping Comments  (What works what needs adjustment)
1 <sup>st</sup> Nine Weeks					
	<p><b>AHSGE Standard I Objective 1</b> Eligible Content: Identify the effects of the Crusades, the Renaissance, and the Reformation. Motivation &amp; Subsequent action. Trace the development and impact of the Columbian Exchange including: Destabilization of Native American Societies. Trace, compare, and explain the significance of early European conquests, colonization and business venture.</p>	<p><u>10.1a-</u> Contrast effects of economic &amp; geographic conditions before and after European exploration of the fifteenth through seventeenth centuries on Europeans. <u>10.1B.1-</u>Contrasting European motives for establishing colonies. <u>10.1B.2-</u>Tracing the course of the Columbian Exchange.</p>	<p>Significant Vocabulary- Lineage, kinship, division of labor, hierarchy, nuclear family, Renaissance, Crusades, Reformation (Martin Luther), commerce, Columbian Exchange. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML- pgs. 8-13 (Native American culture) ML- pgs.14-19 (West African Culture) ML-pgs.20-25 (European society) Supplemental Text: “The Renaissance.” ML-pgs. 26-31 (European Exploration) ML-pgs. 36-41 (Europeans reach the New World) ML-pgs.42-48 (Settlements began to form/ new items are introduced into society) ML-pgs. 49-54 (Introduction of new religious sects) ML-pgs.55-59 (New colonies began to develop)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard I Objective 1</b> Eligible Content: Identify the effects of the Crusades, the Renaissance, and the Reformation. Motivation &amp; Subsequent action. Trace the development and impact of the Columbian Exchange including: Destabilization of Native American Societies. Trace, compare, and explain the significance of early European conquests, colonization and business venture.</p>	<p><u>10.1c</u>- Contrast effects of economic &amp; geographic conditions before and after European exploration of the fifteenth through seventeenth centuries on American Colonists. <u>10.1B3</u>-Explaining how the institution of slavery developed in the colonies. <u>10.1B5</u>-Explaining how mercantilism was a motive for colonization.</p>	<p>Significant Vocabulary- Hernando Cortes, conquistadors, Mestizo, mulatto, Lost colony, joint-stock company, indentured servant, head-right system, &amp; Jamestown. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 36-41 (Europeans reach the New World) ML-pgs.42-48 (Settlements began to form/ new items are introduced into society) ML-pgs. 49-54 (Introduction of new religious sects) ML-pgs.55-59 (New colonies began to develop) ML-pgs.66-71 (New colonies continue to develop) ML-pgs. 72-84 (The development of two distinct societies-Northern &amp; Southern)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard I Objective 1</b> Eligible Content: Identify the effects of the Crusades, the Renaissance, and the Reformation. Motivation &amp; Subsequent action. Trace the development and impact of the Columbian Exchange including: Destabilization of Native American Societies. Trace, compare, and explain the significance of early European conquests, colonization and business venture.</p>	<p><u>10.1d</u>- Contrast effects of social and political conditions before and after European Exploration of the fifteenth through seventeenth centuries on American Colonists. <u>10.1B3</u>-Explaining how the institution of slavery developed in the colonies. <u>10.1B5</u>-Explaining how mercantilism was a motive for colonization.</p>	<p>Significant Vocabulary- Joint-stock company, indentured servant, head-right system, mercantilism &amp; Glorious Revolution. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 36-41 (Europeans reach the New World) ML-pgs.42-48 (Settlements began to form/ new items are introduced into society) ML-pgs. 49-54 (Introduction of new religious sects) ML-pgs.55-59 (New colonies began to develop) ML-pgs.66-71 (New colonies continue to develop) ML-pgs. 72-84 (The development of two distinct societies-Northern &amp; Southern) Supplemental text may also be used- Teacher's choice.</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard I Objective 1</b> Eligible Content: Identify the effects of the Crusades, the Renaissance, and the Reformation. Motivation &amp; Subsequent action. Trace the development and impact of the Columbian Exchange including: Destabilization of Native American Societies. Trace, compare, and explain the significance of early European conquests, colonization and business venture.</p>	<p><u>10.1e</u>- Contrast effects of economic &amp; geographic conditions before and after European exploration of the fifteenth through seventeenth centuries on indigenous Americans. <u>10.1B3</u>-Explaining how the institution of slavery developed in the colonies. <u>10.1B4</u>-Describing conflicts among Europeans that occurred regarding the colonies.</p>	<p>Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.42-48 (Settlements began to form/ new items are introduced into society) ML-pgs. 49-54 (Introduction of new religious sects) ML-pgs.55-59 (New colonies began to develop) ML-pgs.66-71 (New colonies continue to develop) ML-pgs. 72-84 (The development of two distinct societies- Northern &amp; Southern) Supplemental Text may also be used: Teacher’s Choice</p>		

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1 <sup>st</sup> Nine Weeks	<b>AHSGE Standard I Objective 1</b> Eligible Content: Identify the critical economic and political events leading to the Colonial separation from England. Taxation, French Indian War, Lack of Free Trade, Boston Massacre, Boston Tea party, and Lexington & Concord.	<u>10.2.a-</u> Compare various early English settlements and colonies on the basis of economics and governmental relations. <u>10.2B1-</u> Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain. <u>10.2B3-</u> Explaining the role of the House of Burgesses and New England town meetings on colonial society.	Significant Vocabulary: House of Burgess, royal colony, self-government & smuggling. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pg.48 (House of Burgess) ML-pgs.66-71 (New colonies continue to develop) ML-pgs.85-89 (French & Indian War) ML-pgs. 96-99 (Tensions began to grow/ protests)		
	<b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States. Magna Carta, political concepts of Locke, Rousseau, and Montesquieu. Great Awakening and Bill of Rights.	<u>10.2.b-</u> Compare various early English settlements and colonies on the basis of cultural and geographical relations. <u>10.2B2-</u> Describing the influence of ideas of the Age of Enlightenment on the colonies. <u>10.2B4-</u> Describing the impact of the Great Awakening on colonial society.	Significant Vocabulary: The Great Awakening, Jonathan Edwards, The Enlightenment (Age of Reason) & Benjamin Franklin. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.82-84 (The Enlightenment & The Great Awakening)		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States. Magna Carta, political concepts of Locke, Rousseau, and Montesquieu. Great Awakening and Bill of Rights.</p>	<p><u>10.2.c-</u> Compare various early English settlements and colonies on the basis of Native American relations. <u>10.2B1-</u>Identifying tensions that developed between the colonists and their local governments and between the colonists and Great Britain. <u>10.2B4-</u>Describing the impact of the Great Awakening on colonial society.</p>	<p>Significant Vocabulary: The Great Awakening, Jonathan Edwards, The Enlightenment (Age of Reason) &amp; Benjamin Franklin. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.82-84 (The Enlightenment &amp; The Great Awakening)</p>		
	<p><b>AHSGE Standard III Objective 1</b> Eligible Content: Trace and describe the causes, course, and consequences of the Revolutionary War. Causes Lack of free trade, Boston Tea Party, Issues of Second Continental Congress, Boston Massacre, Patrick Henry’s speech.</p>	<p><u>10.3a-</u> Trace the chronology of events leading to the American Revolution, including the French and Indian War. <u>10.3B5-</u>Analyzing how provisions of the Treaty of Paris (1783) affected relations of the United States with European nations and Native Americans <u>10.3B6-</u>Contrasting prewar colonial boundaries with those established by the Treaty of Paris (1783).</p>	<p>Significant Vocabulary: Proclamation of 1763, Sugar Act, Navigation Acts, mercantilism, Parliament, salutary neglect, smuggling, self-government, taxation, Stamp Act, Townshend Acts, Intolerable Acts, Cripus Attucks &amp; martial law. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.66-71 (New colonies continue to develop) ML-pgs. 85-89 (French &amp; Indian War) ML-pgs.96-99 (Colonies resist Britain) ML-pgs. 100-102 (Beginning of War of Independence-Fighting Erupts) ML-pgs. 122 &amp; 192 (Treaty of Paris 1783)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard III Objective 1</b> Eligible Content: Trace and describe the causes, course, and consequences of the Revolutionary War. Course: Leaders (examples: George Washington, Samuel Adams &amp; Paul Revere) &amp; Military campaigns (Saratoga, Yorktown, and Valley Forge).</p>	<p><u>10.3b</u>- Trace the chronology of events leading to the American Revolution, including the Stamp Act and Intolerable Acts. <u>10.3B1</u>-Explaining the role of key leaders and major events of the Revolutionary War. <u>10.3B3</u>-Comparing roles in and perspectives of the American Revolution from different regions and groups in society, including men, women, white settlers, free and enslaved African Americans, and Native Americans.</p>	<p>Significant Vocabulary: Sugar Act, Navigation Acts, Parliament, salutary neglect, self-government, taxation, Stamp Act, Townshend Acts, Intolerable Acts, martial law, inflation, continental, profiteering, Treaty Of Paris 1783, &amp; egalitarianism. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.66-71 (New colonies continue to develop) ML-pgs. 85-89 (French &amp; Indian War) ML-pgs.96-99 (Colonies resist Britain-Stamp Act / Intolerable Acts) ML-pgs. 100-102 (Beginning of War of Independence-Fighting Erupts) ML-pgs.103-108 (Roles within the Revolutionary War) ML-pgs.113-117 (Key People-Major Events-battles-within the Revolutionary War) ML-pgs. 118-123 (Key people-Major events –battles- within the Revolutionary War) ML-pgs. 122 &amp; 192 (Treaty of Paris 1783)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard III Objective 1</b> Eligible Content: Trace and describe the causes, course, and consequences of the Revolutionary War. Course: Leaders (examples: George Washington, Samuel Adams &amp; Paul Revere) &amp; Military campaigns (Saratoga, Yorktown, and Valley Forge).</p>	<p><u>10.3c-</u> Trace the chronology of events leading to the American Revolution, including the Boston Tea Party and the Battles of Lexington and Concord. <u>10.3B4-</u>Describing reasons for American victory in the American Revolution.</p>	<p>Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.96-99 (Colonies resist Britain-Stamp Act / Intolerable Acts) ML-pgs. 100-102 (Beginning of War of Independence-Fighting Erupts) ML-pgs.103-108 (Roles within the Revolutionary War) ML-pgs.113-117 (Key People-Major Events-battles-within the Revolutionary War) ML-pgs. 118-123 (Key people-Major events –battles- within the Revolutionary War)</p>		
	<p><b>AHSGE Standard II Objective 2</b> Eligible Content: Identify, explain, describe, and /or compare the provisions of essential documents of the United States Government. Declaration of Independence (Philosophical background, concept of equality, social contract theory). Basics of the Constitution (Preamble).</p>	<p><u>10.3d-</u> Trace the chronology of events leading to the American Revolution, including the publication of Common Sense and the Declaration of Independence. <u>10.3B2-</u>Summarizing major ideas, including their origins, in the Declaration of Independence.</p>	<p>Significant Vocabulary: Common Sense, The Olive Branch Petition, harmony Continental Congress, hand bill, Patriot, Loyalist, Parliament, Royal Governor, Thomas Jefferson, &amp; Declaration of Independence. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.105-108 Supplemental Material: <i>Common Sense</i> by Thomas Paine</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe models and concepts for central government (Articles of Confederation: strengths &amp; weaknesses, Constitutional Convention &amp; First American Political systems – Jefferson-v-Hamilton).</p>	<p><u>10.4a</u>- Describe the political system of the United States based on the Constitution. <u>10.4B1</u>-Describing inadequacies of the Articles of Confederation. <u>10.4B2</u>-Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution. <u>10.4B3</u>-Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies and the election.</p>	<p>Significant Vocabulary: Republic, republicanism, Articles of Confederation, Confederation, Nationalism, Nationalist, Constitutional Convention, Federalism &amp; Ratification. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 132-137 ( Articles of Confederation) ML-pgs.104-144 ( Compromising to draft a new document) ML-pgs.145-149 (Drafting a new document) ML-pgs.152-173 ( The Constitution of the United States) ML-pgs.186-187 ( Development of Political Parties)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States. Magna Carta, political concepts of Locke, Rousseau, and Montesquieu. Great Awakening and Bill of Rights.</p> <p><b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe models and concepts for central government (Articles of Confederation: strengths &amp; weaknesses, Constitutional Convention &amp; First American Political systems – Jefferson-v-Hamilton).</p>	<p><u>10.4b</u>- Describe the political system of the United States based on the Bill of Rights. <u>10.4B2</u>-Describing personalities, issues, ideologies, and compromises related to the Constitutional Convention and ratification of the Constitution. <u>10.4B3</u>-Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies and the election of 1800.</p>	<p>Significant Vocabulary: Ratify (ratification), Federalists, Anti-Federalists, limited powers, natural rights (individual freedom), inalienable rights, &amp; Bill of Rights.</p> <p>Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 132-137 ( Articles of Confederation) ML-pgs.104-144 ( Compromising to draft a new document) ML-pgs.145-149 (Drafting a new document) ML-pgs.152-173 ( The Constitution of the United States) ML-pgs.186-187 ( Development of Political)</p>		

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1 <sup>st</sup> Nine Weeks	<p><b>AHSGE Standard II Objective 1</b> Eligible Content: Identify and describe models and concepts for central government (Impact of John Marshall on the Supreme Court-Judicial Review –Marbury –vs. - Madison).</p>	<p><u>10.5a</u>- Identify key cases that helped shape the United States Supreme Court, including Marbury versus Madison. <u>10.5B1</u>-Identifying concepts of loose and strict constructionism.</p>	<p>Significant Vocabulary: Loose Constructionism, Strict Constructionism, Judicial Review, Unconstitutional Act &amp; Midnight Judge. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.152-173 ( The Constitution of the United States) ML-pgs. 199,206-207 Supplemental Material: Primary Source Document: <i>Marbury versus Madison</i> Supplemental Material: Loose &amp; Strict Constructionism</p>		

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2 <sup>nd</sup> Nine Weeks					
	<p>AHSGE Standard II Objective 1 Eligible Content: Identify and describe models and concepts for central government (Impact of John Marshall on the Supreme Court- Judicial Review –Mau bury –vs. - Madison).</p>	<p><u>10.5b-</u> Identify key cases that helped shape the United States Supreme Court, including McCullough versus Maryland. <u>10.5B1-</u>Identifying concepts of loose and strict constructionism.</p>	<p>Significant Vocabulary: Loose Constructionism, Strict Constructionism, Judicial Review, Unconstitutional Act, Midnight Judge, nationalism &amp; commerce. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.152-173 ( The Constitution of the United States) ML-pg. 220 McCullough versus Maryland. Supplemental Material: Primary Source Document: Supplemental Material: Loose &amp; Strict Constructionism</p>		

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2 <sup>nd</sup> Nine Weeks	<p><b>AHSGE Standard III Objective 2</b> Eligible Content: Westward Expansion (Indian Removal Act-relating to Georgia). AHSGE Standard V Objective 1 Eligible Content: Indian Tribes (new states, U.S. Army, and Indian conflicts, buffalo annihilation and geographical impact).</p>	<p><u>10.5c-</u> Identify key cases that helped shape the United States Supreme Court, including Cherokee Nation versus Georgia. <u>10.5B1-</u>Identifying concepts of loose and strict constructionism.</p>	<p>Significant Vocabulary: Loose Constructionism, Strict Constructionism, Indian Removal Act &amp; Trail of Tears. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.226-229 Supplemental Material: Loose &amp; Strict Constructionism Indian Removal Act Primary Resource: Cherokee Nation-Versus- Georgia Primary Resource: Trail of Tears</p>		
	<p><b>AHSGE Standard III Objective 3</b> Eligible Content: Identify, describe, and or compare the impact of social, political reform before the Civil War.</p>	<p><u>10.6a-</u> Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair.</p>	<p>Significant Vocabulary: Neutrality, Sectionalism, Alien, Sedition, nullification, resolution &amp; declaration. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.195-196</p>		

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	<p><b>AHSGE Standard III Objective 1</b> Eligible Content: Trace and describe the causes, course, and consequences of the Revolutionary War (Unfinished business-War of 1812: impressments and embargo). AHSGE Standard III Objective 3 Eligible Content: Identify, describe, and or compare the impact of social, political reform before the Civil War- (War of 1812-Course of the War-Consequences of the War).</p>	<p>10.6b- Describe relations of the United States with Britain and France from 1781 to 1823, including the War of 1812.</p>	<p>Significant Vocabulary: Neutrality, Sectionalism, Alien, Sedition, nullification, resolution, declaration, blockade, impressments, embargo, &amp; armistice. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.202-205. Supplemental Material: Teacher’s Choice</p>		

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2 <sup>nd</sup> Nine Weeks	<b>AHSGE Standard III Objective 2</b> Eligible Content: Economic nationalism during the Era Of Good Feeling (Monroe Doctrine).	<u>10.6c</u> - Describe relations of the United States with Britain and France from 1781 to 1823, including the Monroe Doctrine.	Significant Vocabulary: Neutrality, Sectionalism, Alien, Sedition, nullification, resolution, declaration, blockade, impressments, embargo, & armistice. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.221, 568, 569 & 610.		
	<b>AHSGE Standard III Objective 2</b> Eligible Content: Trace and compare the expansion of he United States from 1783-1853 (Territorial Expansion- Westward Expansion).	<u>10.7a</u> - Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening. <u>10.7B2</u> - Relating events in Alabama from 1781 to 1823 to those of the developing nation. <u>10.7B3</u> - Tracing the development of transportation systems in the United States between 1781 and 1861.	Significant Vocabulary: predestination, revival, transcendentalism, utopian community, individualism, despotism, & Civil Disobedience. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.240-241 (Second Great Awakening) ML-pgs.242-245 Supplemental Material: Internet Resources relating to Alabama during 1781-1823		

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	<p><b>AHSGE Standard III Objective 3</b> Eligible Content: Emergence of a distinct American culture (Authors &amp; Poets- Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickenson).</p>	<p><u>10.7b</u>- Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the writings of James Fennimore Cooper. <u>10.7B2</u>- Relating events in Alabama from 1781 to 1823 to those of the developing nation.</p>	<p>Significant Vocabulary: predestination, revival, transcendentalism, utopian community, individualism, despotism, &amp; Civil Disobedience. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.240-241 (Second Great Awakening) ML-pgs.242-245 Supplemental Material: Internet Resources</p>		

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2 <sup>nd</sup> Nine Weeks	<b>AHSGE Standard III Objective 3</b> Eligible Content: Emergence of a distinct American culture (Authors & Poets- Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickenson).	<u>10.7c</u> - Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the writings of Henry David Thoreau. <u>10.7B1</u> -Tracing the development of temperance, women's, and other reform movements in the United States between 1781 and 1861.	Significant Vocabulary: predestination, revival, transcendentalism, utopian community, individualism, despotism, Civil Disobedience, temperance, cult of domesticity, abolition, abolitionist, & emancipation. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.242-243 ML-pgs. 246-247 (The Literature of Transcendentalists) ML-pgs.248-253 ML-254-258		

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All Year	AHSGE Standard III Objective 3 Eligible Content: Emergence of a distinct American culture (Authors & Poets- Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickenson).	10.7d- Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the writings of Edgar Allan Poe.	Significant Vocabulary: predestination, revival, transcendentalism, utopian community, individualism, despotism, Civil Disobedience, temperance, cult of domesticity, abolition, abolitionist, & emancipation. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.242-243 ML-pgs. 246-247 (The Literature of Transcendentalists)		

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2 <sup>nd</sup> Nine Weeks	<p>AHSGE Standard III Objective 3 Eligible Content: Identify, describe, and or compare the impact of social, political reform before the Civil War (Abolitionists-Harriet Tubman and the Underground Railroad-Other Reform movements).</p> <p>AHSGE Standard III Objective 2 Eligible Content: Trace and compare the expansion of the United States from 1783-1853 ( Territorial Expansion-Treaty of Paris 1783-Land Ordinance 1785-Northwest Ordinance 1787)</p> <p><b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division.</p>	<p><u>10.8a</u>-Trace the development to abolish slavery prior to the Civil War. <u>10.8B1</u>- Describing the abolition of slavery in most Northern states in the late eighteenth century <u>10.8B2</u>-Describing the rise of religious movements in opposition to slavery, including the objections of the Quakers. <u>10.8B3</u>-Describing the impact of the principle of "inalienable rights" as a motivating factor for movements to oppose slavery <u>10.8B4</u>-Describing 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, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. <u>10.8B5</u>-Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River. <u>10.8B6</u>-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.</p>	<p>Significant Vocabulary: Abolition, Abolitionist, Emancipation, nationalism, sectionalism, anti-slavery, antebellum, gag rule, Frederick Douglas, William Lloyd Garrison, secession, &amp; popular sovereignty. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.240-241 (Second Great Awakening) ML-pgs.248-253 ML-pgs.254-258 ML-pgs.294 ML-pgs.304-309 ML-pgs.310-317 ML-pgs.377</p>		

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2 <sup>nd</sup> Nine Weeks	<b>AHSGE Standard III Objective 2</b> Eligible Content: Economic nationalism during the era of Good Feeling-(economic issues, Alabama Statehood, Missouri Compromise). Westward Expansion Growing sectional divisions (Texas Independence-Mexican War).	<u>10.9a</u> - Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820. <u>10.9B1</u> -Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861. <u>10.9B6</u> - Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	Significant Vocabulary: Manifest Destiny, expansion, compromise, slave state, free state, nationalism, sectionalism, Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 222-223 ML-pgs. 314-315,320, & 325 ML-pgs.318-321		

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	<p><b>AHSGE Standard III Objective 2</b> Eligible Content: Trace and compare the expansion of the United States from 1783-1853 (Louisiana Purchase-Background, Lewis &amp; Clark).</p>	<p><u>10.9b</u>- Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Compromise of 1850. <u>10.9B5</u>-Identifying causes leading to the Westward Expansion <u>10.9B2</u>-Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession <u>10.9B6</u>-Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</p>	<p>Significant Vocabulary: Manifest Destiny, expansion, compromise, slave state, free state, nationalism &amp; sectionalism. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 201 ML-pgs. 280-283 ML- pg.281 ML-pgs.284-285 ML-pgs.292-293</p>		

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2 <sup>nd</sup> Nine Weeks	<p><b>AHSGE Standard III Objective 2</b> EligibleContent: Trace and compare the expansion of the United States from 1783-1853 .</p> <p>AHSGE Standard IV Objective 1 Eligible Content: Recognize and analyze the factors leading to sectional division (compromise of 1850, Fugitive slave act &amp; Kansas Nebraska Act).</p>	<p><u>10.9c-</u> Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Fugitive Slave Act. <u>10.9B6-</u>Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</p>	<p>Significant Vocabulary: sectionalism. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pg. 307 (Fugitive Slave Act 1793) ML.pgs.310-311,319,320 (Fugitive Slave Act 1850) ML.pgs.307-310,314, 319 (Compromise of 1850) ML.pgs. 222-223, 314-315, 320 &amp; 325 (Missouri Compromise) ML.pgs. 314-315,317,319,320,321 (Kansas-Nebraska Act)</p>		

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	<p><b>AHSGE Standard III Objective 2</b> Eligible Content: Trace and compare the expansion of the United States from 1783-1853.</p> <p><b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division (compromise of 1850, Fugitive slave act &amp; Kansas Nebraska Act).</p>	<p><u>10.9d-</u> Summarize major legislation and court decisions from 1800 to 1861 that led to the Kansas-Nebraska Act.</p> <p><u>10.9B5-</u>Identifying causes leading to the Westward Expansion.</p> <p><u>10.9B2-</u>Analyzing the Westward Expansion from 1803 to 1861 to determine its effects on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession.</p> <p><u>10.9B3-</u>Describing the tariff debate and the nullification crisis.</p> <p><u>10.9B6-</u>Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</p>	<p>Significant Vocabulary: Manifest Destiny, expansion, compromise, slave state, free state, nationalism &amp; sectionalism.</p> <p>Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs 196,230-232,322 ML-pgs. 201 ML-pgs. 280-283 ML-pg. 281 ML-pgs.284-285 ML-pgs.292-293 ML-pgs.307-310,314, 319 (Compromise of 1850) ML-pgs. 222-223, 314-315, 320 &amp; 325 (Missouri Compromise) ML-pgs. 314-315,317,319,320,321 (Kansas-Nebraska Act)</p>		

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2 <sup>nd</sup> Nine Weeks	<b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division (compromise of 1850, Fugitive slave act, Kansas Nebraska Act & Dred Scott Decision).	<u>10.9e</u> - Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Dred Scott decision. <u>10.9B6</u> -Locating on a map areas affected by the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs.307-310,314, 319 (Compromise of 1850) ML-pgs. 222-223, 314-315, 320 & 325 (Missouri Compromise ML-pgs. 314-315,317,319,320,321 (Kansas-Nebraska Act) ML-pgs. 332-333 (Dred Scott Decision) Supplemental material: Preview Dred Scott Primary source.		

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	<p><b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division (Background, Secession and the federal response, Northern Alabama’s perspective on secession, pockets of resistance) Identify and analyze the non-military events of the Civil War. Examine the military defeat of the Confederacy.</p>	<p><u>10.10a-</u> Describe how the course of the Civil War influenced the United States. <u>10.10B1-</u>Identifying key Northern and Southern personalities, including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Thomas J. "Stonewall" Jackson, and William T. Sherman. <u>10.10B2-</u>Describing the impact of the division of the nation during the Civil War on resources, population, and transportation.</p>	<p>Significant Vocabulary: Proclamation, Copperheads, Conscription &amp; income tax. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 338-345 (Beginning of the Civil War) ML-pgs. 346-350 (Politics of War) ML-pgs. 351-356 (Life During Wartime) ML-pgs. 357-365 (North takes Charge) ML-pgs. 366-371 (Impact on the Nation)</p>		

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2 <sup>nd</sup> Nine Weeks	<b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division (Background, Secession and the federal response, Northern Alabama’s perspective on secession, pockets of resistance) Identify and analyze the non-military events of the Civil War. Examine the military defeat of the Confederacy.	<u>10.10b-</u> Describe how the character of the Civil War influenced the United States. <u>10.10B3-</u> Explaining reasons for border states remaining in the Union. <u>10.10B4-</u> Discussing nonmilitary events and life during the Civil War. <u>10.10.B5-</u> Explaining causes of the military defeat of the Confederacy. <u>10.10B6-</u> Explaining Alabama's involvement in the Civil War.	Significant Vocabulary: Proclamation, Copperheads, Conscription & income tax. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 338-345 (Beginning of the Civil War) ML-pgs. 346-350 (Politics of War) ML-pgs. 351-356 (Life During Wartime) ML-pgs. 357-365 (North takes Charge) ML-pgs. 366-371 (Impact on the Nation)		

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	<p><b>AHSGE Standard IV Objective 1</b> Eligible Content: Recognize and analyze the factors leading to sectional division (Background, Secession and the federal response, Northern Alabama’s perspective on secession, pockets of resistance) Identify and analyze the non-military events of the Civil War. Examine the military defeat of the Confederacy.</p>	<p><u>10.10c</u>- Describe how the effects of the Civil War influenced the United States. <u>10.10B2</u>-Describing the impact of the division of the nation during the Civil War on resources, population, and transportation. <u>10.10B4</u>-Discussing nonmilitary events and life during the Civil War. <u>10.10B5</u>-Explaining causes of the military defeat of the Confederacy.</p>	<p>Significant Vocabulary: Proclamation, Copperheads, Conscription &amp; income tax. Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 338-345 (Beginning of the Civil War) ML-pgs. 346-350 (Politics of War) ML-pgs. 351-356 (Life During Wartime) ML-pgs. 357-365 (North takes Charge) ML-pgs. 366-371 (Impact on the Nation)</p>		

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2 <sup>nd</sup> Nine Weeks	AHSGE Standard IV Eligible Content: Identify and Compare the successes and failures of the Reconstruction Era (plans for Reconstruction, Radical Reconstruction, Presidency of Grant, End of Reconstruction, and the New South).	<p><u>10.11a</u>- Contrast congressional and presidential reconstruction plans, including African-American political participation.</p> <p><u>10.11B1</u>-Tracing economic changes in the post-Civil War period for whites and African Americans in the North and the South, including the effectiveness of the Freedmen's Bureau.</p> <p><u>10.11B2</u>- Describing the social restructuring of the South.</p> <p><u>10.11B3</u>- Describing the Compromise of 1877.</p> <p><u>10.11B4</u>- Identifying post-Civil War Constitutional amendments.</p> <p><u>10.11.B5</u>- Discussing causes for the impeachment of Andrew Johnson.</p>	<p>Significant Vocabulary: Reconstruction, black codes, Freedman’s Bureau, impeach, radicals, moderates, scalawags, carpet baggers, Segregation, sharecropping, tenant farming, amnesty, Panic of 1873, redemption, Compromise of 1877&amp; home rule.</p> <p>Resource Text book Used: <i>The Americans</i> published by McDougal Littell ML-pgs. 376-382 (Politics of Reconstruction) ML-pgs. 383-392 (Reconstructing Society) ML-pgs. 393-401 (Collapse of Reconstruction)</p>		