

4th Nine Weeks: Scope and Sequence

Grade 10 Social Science, U. S. History I: Beginnings to the Industrial Revolution

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
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 [Approx. 2 weeks]				
<ul style="list-style-type: none"> 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				
<ul style="list-style-type: none"> Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation 				
<ul style="list-style-type: none"> Explaining reasons border states remained in the Union during the Civil War 				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton 				
<ul style="list-style-type: none"> Tracing Alabama's involvement in the Civil War (Alabama) 				
15.) Compare congressional and presidential reconstruction plans, including African-American political participation. [Approx. 3 weeks]				
<ul style="list-style-type: none"> 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 				

<h1 style="text-align: center; color: #0070C0;">Content Standards</h1>	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Describing the Compromise of 1877 				
<ul style="list-style-type: none"> Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments 				
<ul style="list-style-type: none"> Explaining causes for the impeachment of President Andrew Johnson 				
<ul style="list-style-type: none"> Explaining the impact of the Jim Crow laws and <i>Plessey versus Ferguson</i> on the social and political structure of the New South after Reconstruction 				
<ul style="list-style-type: none"> 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 (Alabama) 				
<p>16.) Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [Approx. 3 weeks]</p>				
<ul style="list-style-type: none"> Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad 				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I 				
<ul style="list-style-type: none"> Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Immigration Act regarding immigration quotas 				
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Final Enrichment & Assessments</div>				