

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: U.S. HISTORY I
Grade 10

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History I)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Build an understanding of the cultural and social development of the United States.	<ul style="list-style-type: none"> • 6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01a) • 6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b) • 6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c) • 6-12.US1.1.1.4 Discuss the causes and effects of various conflicts in American history such as the American Revolution, Civil War and Reconstruction. 	<ul style="list-style-type: none"> • Worksheet –13 original colonies • Readings and note-taking about peripheral groups in the United States • Position Paper-Traits of ideal Presidential Candidate • Note-taking cause/effect worksheet(s) American Revolution, Civil War Slavery to Abolitionism 	<ul style="list-style-type: none"> • Textbook • Video series: <i>Colonization of North America</i> • Textbook • Video series <i>500 Nations</i> • Primary source document: Indian Removal Act 1832 • Civics in Action • news media • American Revolution Video Series • Textbook • Video: <i>Civil War Battles</i> 	<ul style="list-style-type: none"> • history • ethnic groups • racial groups • compare • contrast • cultural influence • social influence • cause • effect • conflict • war • religious motive • political motive • economic motive • immigrant • consequences • involuntary servitude • federal policy • treaty • removal • reservation • allotment • contemporary • interpret • points of view • participant • observer • resistance
Goal 1.2: Trace the role of migration and immigration of	<ul style="list-style-type: none"> • 6-12.US1.1.2.1 Analyze the religious, political, and economic motives of European immigrants who 	<ul style="list-style-type: none"> • Worksheet Completion 	<ul style="list-style-type: none"> • Worksheet: 13 Original Colonies 	<ul style="list-style-type: none"> • assimilation

<p>people in the development of the United States.</p>	<p>came to North America. (476.01a)</p> <ul style="list-style-type: none"> 6-12.US.1.1.2.2 Explain the motives and consequences for the involuntary immigration to North America. (476.01b) 6-12.US.1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. (476.01d) 	<ul style="list-style-type: none"> Note-taking, reading, discussion Mapping the Trail of Tears 	<ul style="list-style-type: none"> Publisher Video: <i>Middle Passage</i> Video: <i>500 Nations</i> Book: <i>I Will Fight No More Forever</i> 	<ul style="list-style-type: none"> scientific invention technological invention social life economic life modes of transportation economic prosperity national unity exploration interaction native peoples territorial expansion
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<ul style="list-style-type: none"> 6-12.US.1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians. 6-12.US.1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers. 6-12.US.1.1.3.3 Discuss the resistance of American Indians to assimilation. 	<ul style="list-style-type: none"> Letter to Congress opposing Indian Removal act Position Paper: Conflict over remains of “Kennewick Man” Study of Pontiac’s War, Tecumseh and the Battle of Tippecanoe 	<ul style="list-style-type: none"> Primary source documents: Indian Removal Act of 1832 Nova Video: <i>Mystery of the First Americans</i> Web articles Textbook 	<ul style="list-style-type: none"> internal conflict external conflict diverse cultures 17th Century 18th Century European explorers European settlements Jamestown The American Revolution The Civil War Reconstruction American Indians Manifest Destiny
<p>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</p>	<ul style="list-style-type: none"> 6-12.US.1.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01a) 6-12.US.1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01b) 	<ul style="list-style-type: none"> Position Paper: Invention having the greatest impact/influence on our world Position Paper: Most important mode of transportation early 1800s 	<ul style="list-style-type: none"> Textbook Video: Industrial Revolution Textbook: Scientific Revolution Textbook Web articles Library research 	
<p>Goal 1.5: Trace the role of exploration and</p>	<ul style="list-style-type: none"> 6-12.US.1.1.5.1 Examine the development of diverse cultures in what is 	<ul style="list-style-type: none"> Worksheet with map analysis of Native Tribes and their 	<ul style="list-style-type: none"> Textbook Video Series <i>500 Nations</i> 	

expansion in the development of the United States.	<p>now the United States. (475.01a)</p> <ul style="list-style-type: none"> 6-12.US.H1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01b) 6-12.US.H1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers. (475.01c) 6-12.US.H1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01d) 6-12.US.H1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. (475.01e, f) 	<p>locations chapter 1</p> <ul style="list-style-type: none"> Explorers Worksheet Chapter 2 Descriptions of Squanto, Samoset, Pocahontas, Sacagawea and their contributions to Colonial growth and US expansion Timeline of Major Events in Colonization including Spain, France, England, Holland Event timeline of Corps of Discovery, Zebulon Pike and the stipulations of the Missouri Compromise and Kansas/Nebraska Act 	<ul style="list-style-type: none"> Get to know the Explorers Chapter 2 <i>Thanksgiving</i> Video <i>Colonization of North America</i> Videos <i>Lewis and Clark</i> biography video 	
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Goal 1.6: Explain the rise of human civilization. -No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization. - No objectives in U.S. History I

Goal 1.8: Build an understanding of the cultural and social development of human civilization. - No objectives in U.S. History I

Goal 1.9: Identify the role of religion in the development of human civilization. - No objectives in U.S. History I

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth’s surface.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History I)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.	<ul style="list-style-type: none"> 6-12.US.H1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a) 	<ul style="list-style-type: none"> Trace routes of westward expansion: Oregon Trail, Santa Fe Trail, Trail of Tears 	<ul style="list-style-type: none"> Wall maps Textbook Maps 	<ul style="list-style-type: none"> maps globes graphs charts databases models landform piedmont plateau
Goal 2.2: Explain	<ul style="list-style-type: none"> 6-12.US.H1.2.2.1 Explain 	<ul style="list-style-type: none"> Study of road and 	<ul style="list-style-type: none"> Textbook 	<ul style="list-style-type: none"> plateau

<p>how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<p>ways in which people responded to their physical environment in the early national history of the United States. (485.03a)</p> <ul style="list-style-type: none"> 6-12.USH1.2.2.2 Analyze ways in which the physical environment affected political and economic development. 	<p>canal building and the steamboat</p> <ul style="list-style-type: none"> Slavery as a means of production 3/5ths Compromise Missouri Compromise Location of Washington DC 	<ul style="list-style-type: none"> United States <i>Constitution</i> 	<ul style="list-style-type: none"> basin elevation tributary climate tundra prairie savanna canal urban suburban rural metropolitan area
<p>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</p>	<ul style="list-style-type: none"> 6-12.USH1.2.3.1 Illustrate westward migration across North America. 	<ul style="list-style-type: none"> Tracing routes of westward migration 	<ul style="list-style-type: none"> Wall maps Textbook Maps 	<ul style="list-style-type: none"> estuary drought backcountry tidewater earthworks annex cession province urbanization physical environment political development economic development westward migration
<p>Goal 2.4: Analyze the human and physical characteristics of different places and regions. - No objectives in U.S. History I</p>				
<p>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. - No objectives in U.S. History I</p>				

Standard 3: Economics

Students in U.S. History I explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History I)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<p>Goal 3.1: Explain basic economic concepts.</p>	<ul style="list-style-type: none"> 6-12.USH1.3.1.1 Describe the economic characteristics of colonialism. (483.01a) 6-12.USH1.3.1.2 Compare the economic development of the North with the South. 	<ul style="list-style-type: none"> Role-playing: Where would you settle? Map study of industrial development - North vs. South. 	<ul style="list-style-type: none"> Scenario Textbook Maps 	<ul style="list-style-type: none"> economics profit risk stock raw materials professional trade company export import
<p>Goal 3.2: Identify different</p>	<ul style="list-style-type: none"> 6-12.USH1.3.2.1 Describe the emergence and 	<ul style="list-style-type: none"> Note-taking rise of a market economy and 	<ul style="list-style-type: none"> Lecture Textbook 	

influences on economic systems.	<p>evolution of a market economy.</p> <ul style="list-style-type: none"> 6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States. (484.01b) 	<p>the Bank of the United States.</p> <ul style="list-style-type: none"> Note-taking Internal Improvements National Road, Bank of the U.S. vs. State banking. 	<ul style="list-style-type: none"> Lecture Textbook 	<ul style="list-style-type: none"> debtor budget inflation commerce supply demand natural resource conservation tariff taxation monopoly barter embargo depression boycott boom bust capital human resource division of labor consumer good stock market unemployment rationing interest trade-off opportunity cost entrepreneur free enterprise market economy deficit economic region diverse economy interest rate middle class
Goal 3.3: Analyze the different types of economic institutions. No objectives in U.S. History I				
Goal 3.4: Explain the concepts of good personal finance. No objectives in U.S. History I				

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History I)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Build an understanding of the foundational principles of the American political system.	<ul style="list-style-type: none"> 6-12.USH1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon’s Rebellion. (480.01.a) 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. (480.01b) 6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (480.01d) 	<ul style="list-style-type: none"> Reading primary document excerpts in textbook and from publisher Citizen Rights, Responsibilities, and Duties Current Events: U.S. Patriot Acts I and II 	<ul style="list-style-type: none"> Textbook Videos: <i>Founding Fathers, School House Rock</i> <i>Civics in Action and the Constitution</i> Newspapers Web Articles Class discussion Lecture 	<ul style="list-style-type: none"> constitutional democracy colonial assembly liberty equality common good majority rule minority rights executive branch legislative branch judicial branch federalism reserved powers delegated powers exclusive powers concurrent powers civic participation civil rights political rights Mayflower Compact Bacon’s Rebellion Declaration of Independence Articles of Confederation Constitution of the United States Bill of Rights
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	<ul style="list-style-type: none"> 6-12.USH1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a) 6-12.USH1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in the United States. (481.01b) 	<ul style="list-style-type: none"> Note-taking Charts Vocabulary Building Activities Worksheet: Bill of Rights 	<ul style="list-style-type: none"> <i>Civics in Action</i> <i>United States Constitution</i> 	
Goal 4.3: Build an understanding that all people in the United States have rights and assume	<ul style="list-style-type: none"> 6-12.USH1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d) 	<ul style="list-style-type: none"> Video guide Completion from Biographies 	<ul style="list-style-type: none"> Video Biographies: George Washington, Ben Franklin, Thomas 	

responsibilities.	<ul style="list-style-type: none"> 6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c) 	<ul style="list-style-type: none"> Founding Mothers activity Sons of Liberty Committees of Correspondence 	<p>Jefferson</p> <ul style="list-style-type: none"> Textbook 	
Goal 4.4: Build an understanding of the evolution of democracy.	<ul style="list-style-type: none"> 6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. (474.01e) 	<ul style="list-style-type: none"> Note-taking: Colonial development, Maryland, Pennsylvania, Rhode Island, Massachusetts, 3/5ths Compromise 	<ul style="list-style-type: none"> Textbook Primary Source Documents: Dred Scott case 	
Goal 4.5: Build an understanding of comparative government. - No objectives in U.S. History I				

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of U.S. History I)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	<ul style="list-style-type: none"> 6-12.USH1.5.1.1 Explain the significance of principal policies and events in the United States’ relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars. 6-12.USH1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States’ relations with the world, such as isolationism and imperialism. 6-12.USH1.5.1.3 Discuss the use of the national interest as a criterion for shaping foreign policy 	<ul style="list-style-type: none"> Video reviews and quiz Battle for the Alamo Identify main points of George Washington’s foreign policy from his Farewell Address Review Monroe Doctrine and Current Events 	<ul style="list-style-type: none"> Textbook Primary Source Documents: Treaty of Paris, Adams-Onis Treaty, Treaty of Ghent News sources 	<ul style="list-style-type: none"> foreign policy alliance isolationism imperialism national interest foreign interest The War of 1812 Monroe Doctrine The Mexican War The Spanish-American War