

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>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. [A.1.a., A.1.b., A. 1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> 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 	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.1</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze 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. 	<ul style="list-style-type: none"> indigenous motives mercantilism persecution oppression impact global economic conditions geographical conditions social conditions political conditions Crusades Renaissance Reformation 	<p>Students know:</p> <ul style="list-style-type: none"> Effects of economic conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries. Effects of geographic conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries. Effects of social conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries. Effects of political 	<p>Students are able to:</p> <ul style="list-style-type: none"> Compare by similarities and differences among the economic, geographical, social, and political conditions before and after European explorations. Describe the influence of the Crusades, Renaissance, and Reformation on European exploration. Analyze and evaluate the course of the Columbian exchange and its impact on the economies of the world. Explain examples of how the triangular trade and the development of slavery affected the colonies. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were important economic, geographic, social, and political conditions that influenced Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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<p>Exchange for its impact on the global economy</p> <ul style="list-style-type: none"> Explaining triangular trade and the development of slavery in the colonies 				<p>conditions of Europe, American colonists, Africans, and indigenous Americans during and after the explorations of the 15th - 17th Centuries. Effects of European Explorations of the 15th through the 17th centuries.</p> <ul style="list-style-type: none"> Influence of the Crusades, the Renaissance, and the Reformation on European Exploration. Motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities. The course of the Columbian Exchange. 			
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Grade 10 Social Studies

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				<ul style="list-style-type: none"> The effects of the triangular trade on regions of the world. The development of slavery in the American colonies. 			
<p>2. Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> 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 	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.2</p>	<p>Students:</p> <ul style="list-style-type: none"> Compare and contrast the early American colonies based on regional differences. Analyze the effects of essential documents and events on the development of early American colonies. 	<ul style="list-style-type: none"> regional Magna Carta English Bill of Rights Mayflower Compact House of Burgesses Great Awakening New England colonies Middle colonies Southern colonies 	<p>Students know:</p> <ul style="list-style-type: none"> Regional differences among early New England, Middle, and Southern colonies a regarding economics, geography, culture, government, and American Indian relations. 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. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Compare and contrast regional differences among early New England, Middle, and Southern colonies Locate the appropriate colonies in each region on a map. Analyze the effect of geography and weather on the development of regional colonies. Analyze primary documents. Describe the impact of the Great Awakening on colonial society. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were regional differences in the early American colonies and the roles of essential documents and events in the development of these colonies. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>town meetings in colonial politics</p> <ul style="list-style-type: none"> Describing the impact of the Great Awakening on colonial society 				<ul style="list-style-type: none"> The role of the House of Burgesses and New England town meetings in the development of early American colonies. The impact of the Great Awakening on early American colonial society. 			
<p>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 <i>Common Sense</i>, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> Explaining the role of key revolutionary leaders, including George 	<p>Economics, Geography, History, Civics and Government</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p>10.USH.3</p>	<p>Students:</p> <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 	<ul style="list-style-type: none"> chronology significance theory perspectives provisions 	<p>Students know:</p> <p>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, passage of the Intolerable Acts, the Battle of Lexington and Concord, the publication of <i>Common Sense</i>, and the signing of the Declaration of Independence.</p> <ul style="list-style-type: none"> The role of key revolutionary leaders, including George Washington, John Adams, Thomas Jefferson, Patrick Henry, Samuel Adams, Paul 	<p>Students are able to:</p> <ul style="list-style-type: none"> Trace the chronology of events leading up to the American Revolution by following the course, movement, and development of the event. Analyze and explain the role of key revolutionary leaders by interpreting the significance of these individuals. Trace the geographic locations of 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were significant events, leaders, important battles, major political and social theories and philosophies, perspectives of different groups in society, and political documents that had an impact on the causes of the American Revolution, the course of the war, and the relationships of the United States with 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette</p> <ul style="list-style-type: none"> 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 		<p>of the United States with Europe and Native Americans after the war.</p>		<p>Revere, Crispus Attucks, Gilbert du Motier, and Marquis de Lafayette.</p> <ul style="list-style-type: none"> The importance of key revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown. Influence of the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau on the major ideas in the Declaration of Independence. 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. 	<p>important Revolutionary battles and explain the significance of each. Summarize the major ideas of the Declaration of Independence .</p> <ul style="list-style-type: none"> 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. Compare the perspectives of differing groups in society and their roles in the American Revolution by showing the similarities and differences in these groups. Analyze the impact of the Treaty of Paris of 1783 on the United States' relationship with 	<p>Europe and Native Americans after the war.</p>	
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Grade 10 Social Studies

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians</p> <ul style="list-style-type: none"> Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians 				<ul style="list-style-type: none"> Provisions of the Treaty of Paris of 1783. 	European nations and American Indians.		
<p>4. Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> Interpreting the Preamble to the Constitution of the United States; separation of 	<p>Economics, History, Civics and Government</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p>10.US.H.4</p>	<p>Students:</p> <ul style="list-style-type: none"> Describe the political system of the United States based on the Constitution of the United States and the factors that influenced its development. 	<ul style="list-style-type: none"> political system elements distinguishing ideologies conflicting 	<p>Students know:</p> <ul style="list-style-type: none"> The inadequacies of Articles of Confederation and how these lead to the writing of the Constitution. Personalities, issues, ideologies, and compromises related to the 	<p>Students are able to:</p> <ul style="list-style-type: none"> 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 	<p>Students understand that:</p> <ul style="list-style-type: none"> The Constitution replaced a weak Articles of Confederation and provides the basis for governing the United States. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>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</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Identify and analyze factors that have lead to the various interpretations of the Constitution and related documents. 		<p>Constitutional Convention and the ratification of the Constitution of the United States.</p> <ul style="list-style-type: none"> • The purpose and effects of the Federalist Papers. • Details of the political system of the United States based on the Constitution of the United States. • How to interpret the Preamble to the Constitution. • The purpose of the separation of powers and how this works in the U.S. federal system. • The meaning and purpose of the elastic clause. • The purpose of the Bill of Rights and the effects of these amendments. 	<p>the political system.</p> <ul style="list-style-type: none"> • 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. • Describe the inadequacies of the Articles of Confederation by giving a verbal or written account of the weaknesses. • Distinguish personalities, ideas, issues, ideologies and compromises related to the Constitutional by highlighting these differences. 		
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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

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				<ul style="list-style-type: none"> 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. The reasons for and effects of the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments. 			
<p>5. Explain key cases that helped shape the United States Supreme Court, including <i>Marbury versus Madison</i>, <i>McCullough versus Maryland</i>, and <i>Cherokee Nation versus Georgia</i>. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p>	History, Civics and Government United States History I: Beginnings to the Industrial	<p>Students:</p> <ul style="list-style-type: none"> Analyze key Supreme Court cases and explain the impact of each on the U.S. Supreme Court and on American 	<ul style="list-style-type: none"> concepts influence 	<p>Students know:</p> <ul style="list-style-type: none"> Details of key cases that helped shape the United States Supreme Court, including <i>Marbury v. Madison</i>, <i>McCullough v. Maryland</i>, and 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain key Supreme Court cases. Analyze primary source documents regarding 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were many key Supreme Court cases that shaped the U.S. Supreme Court and had major influences on 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<ul style="list-style-type: none"> Explaining concepts of loose and strict interpretations of the Constitution of the United States 	Revolution 10.USH.5	social and political life.		<p>Cherokee Nation v. Georgia.</p> <ul style="list-style-type: none"> The concepts of loose and strict interpretations of the Constitution of the United States. 	<p>relevant Supreme Court cases.</p> <ul style="list-style-type: none"> Explain loose and strict interpretations of the Constitution of the United States. 	American social and political life.	
<p>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. [A.1.a., A.1.b., A.1.d., A.1.g, A.1.i.] Examples: Embargo Act, Alien and Sedition Acts, impressment</p>	<p>Economics, Geography, History, Civics and Government</p> <p>United States History I: Beginnings to the Industrial Revolution 10.USH.6</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze events and policies that directly influenced the relationship of the United States with Britain, and France between the years 1781 and 1823. 	<ul style="list-style-type: none"> Doctrine Significance Impact 	<p>Students know:</p> <ul style="list-style-type: none"> Details of the relations of the United States with Britain and France from 1781 to 1823. The causes and effects of impressment. The reasons for the Alien and Sedition Acts and the Embargo Act. The importance of the XYZ Affair. The causes and results of the War of 1812. The reasons for the Monroe Doctrine and the policies it established. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Describe relations of the United States with Britain and France from 1781 to 1823. Analyze the XYZ Affair. Identify the causes and effects of the War of 1812. Analyze primary sources relating to affairs between the U.S., Britain, and France, including the Monroe Doctrine. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were events and policies that directly influenced the relationship of the United States with Britain and France from 1781 to 1823. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>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. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p>	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.7</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze the causes, courses, and consequences of United States' expansionism prior to the Civil War. 	<ul style="list-style-type: none"> interpretation Ordinance expansionism Manifest Destiny 	<p>Students know:</p> <ul style="list-style-type: none"> The causes of United States' expansionism prior to the Civil War. The courses of United States' expansionism prior to the Civil War. The consequences of United States' expansionism prior to the Civil War. Causes and effects of documents related to U.S. 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, and the Indian Removal Act Causes and effects of vital 	<p>Students are able to:</p> <ul style="list-style-type: none"> 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. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were many causes, courses, and consequences of United States' expansionism prior to the Civil War. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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				<p>events and ideas related to expansionism prior to the Civil War, including 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.</p>			
<p>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. (Alabama) [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p>	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.8</p>	<p>Students:</p> <ul style="list-style-type: none"> Compare events related to Alabama's statehood, land acquisition, settlement, and relations with American Indians to the larger patterns of growth and settlement seen in the U.S. at this time. 	<ul style="list-style-type: none"> Acquisition 	<p>Students know:</p> <ul style="list-style-type: none"> Events in the United States outside Alabama from 1781 to 1823. Events related to Alabama's statehood. Details of Alabama's acquisition of land in the years surrounding statehood. Patterns of settlement in Alabama. 	<p>Students are able to:</p> <ul style="list-style-type: none"> 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 Alabama to 	<p>Students understand that:</p> <ul style="list-style-type: none"> The events related to Alabama's statehood, land acquisition, settlement, and relations with American Indians are part of larger patterns seen in the U.S. outside of Alabama. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

				<ul style="list-style-type: none"> Causes and consequences of the Creek War. 	<p>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>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. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.] Exampls: Waltham-Lowell system, "old" immigration, changing technologies</p>	<p>Economics, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.9</p>	<p>Students:</p> <ul style="list-style-type: none"> Contrast the dynamics of economic nationalism during the Era of Good Feelings with the corresponding sectional divisions between parts of the U.S. 	<ul style="list-style-type: none"> dynamics emergence nationalism 	<p>Students know:</p> <ul style="list-style-type: none"> The influence of improved transportation systems on economic nationalism during the Era of Good Feelings. The importance of Henry Clay's American System on the economics of this time period. Causes and effects of the growth of slavery and the corresponding emergence of the plantation system. 	<p>Students are 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 	<p>Students understand that:</p> <ul style="list-style-type: none"> Economic nationalism during the years of the "Era of Good Feelings" corresponded to an increase in sectionalism in the United States. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

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---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

				<ul style="list-style-type: none"> Causes and effects of the beginning of industrialism in the Northeast. 	<p>corresponding emergence of the plantation system.</p>		
<p>10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal 	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.10</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze the concepts and ideals of Jacksonian Democracy and evaluate the social and political impact they have had on the United States. 	<ul style="list-style-type: none"> Analyze Jacksonian Democracy ideals concepts 	<p>Students know:</p> <ul style="list-style-type: none"> Key ideas of Jacksonian Democracy and their impact on political participation, political parties, and constitutional government. Reasons for and impact of extension of voting rights during the Jackson presidency. Reasons for, controversy surrounding, and impact of the Indian Removal Act the common man ideal. Vocabulary: spoils system, nullification 	<p>Students are able to:</p> <ul style="list-style-type: none"> Use primary sources and graphic organizers to analyze and examine key ideas of Jacksonian Democracy. Utilize maps for historical understandings. 	<p>Students understand that:</p> <ul style="list-style-type: none"> There are important concepts and ideals related to Jacksonian Democracy and these have had an impact on the United States. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources
<p>11. Evaluate the impact of American social and</p>	<p>History, Civics and</p>	<p>Students:</p>	<ul style="list-style-type: none"> reform 	<p>Students know:</p>	<p>Students are able to:</p>	<p>Students understand that:</p>	<p>Click below to access all ALEX</p>

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>political reform on the emergence of a distinct culture. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> 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 	<p>Government United States History I: Beginnings to the Industrial Revolution 10.USH.11</p>	<ul style="list-style-type: none"> Evaluate social and political reforms before the Civil War and describe the impact of these, individually and collectively, on American social and political development during the time period and into current times. 	<ul style="list-style-type: none"> culture impact 	<ul style="list-style-type: none"> The impact of American social and political reform on the emergence of a distinct American culture. The impact of the Second Great Awakening on the emergence of a national identity. Emergence of uniquely American writers including James Fenimore Cooper, Henry David Thoreau, and Edgar Allen Poe. The influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony. The development of social reform movements prior to the Civil War. 	<ul style="list-style-type: none"> Evaluate the impact of American social and political reform. Discuss the emergence of a distinct culture including the advantages, disadvantages, limitations, etc. Compare the impact of the Second Great Awakening and other reform movements on the emergence of a national identity. Describe the emergence of uniquely American writers. Describe the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on American society. 	<ul style="list-style-type: none"> There were social and political reforms before the Civil War that impacted, individually and collectively, the American social and political development from the time period and into modern times. 	<p>resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<p>12. Describe 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, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> • Describing the rise of religious movements in opposition to slavery, including objections of the Quakers • Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River • Describing the rise of the Underground Railroad and its leaders, 	<p>Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.12</p>	<p>Students:</p> <ul style="list-style-type: none"> • Evaluate the impact of the abolitionist movement on the United States from the earliest groups, leaders, and legislation until right before the Civil War. 	<ul style="list-style-type: none"> • impact 	<p>Students know:</p> <ul style="list-style-type: none"> • Details of the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin. • The role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. • The role of religious movements in opposition to slavery, including objections of the Quakers. • The impact of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Compare the first abolitionist societies by Benjamin Rush and Benjamin Franklin to the development of later abolitionist societies. • Describe the rise of religious movements in opposition to slavery. • Explain the importance of the Northwest Ordinance of 1787. • Describe the rise of the Underground Railroad and its leaders. 	<p>Students understand that:</p> <ul style="list-style-type: none"> • There was an important abolitionist movement in the United States from the earliest leaders and groups through the later groups, leaders, and legislation. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> • ALEX Resources
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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including Harriet Tubman and the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> , on the abolitionist movement				<ul style="list-style-type: none"> How the Underground Railroad developed, its impact on American society in the North and in the South, and its leaders, including Harriet Tubman. The impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> on the abolitionist movement. 			
<p>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. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> Describing Alabama's role in the developing sectionalism of the United States from 	Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.13	<p>Students:</p> <ul style="list-style-type: none"> Analyze the causes for increasing sectionalism in the United States prior to the Civil War, including legislative, judicial, social, political, and economic causes. 	<ul style="list-style-type: none"> legislation act secession annexation cession 	<p>Students know:</p> <ul style="list-style-type: none"> 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. Alabama's role in the developing sectionalism of 	<p>Students are able to</p> <ul style="list-style-type: none"> Summarize major legislation and court decision from 1800 to 1861 that led to increasing sectionalism. Describe Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including the participation in slavery, secession, the Indian War, and 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were important events that led to increased sectionalism, including legislation and court decisions, the role of new land acquisition and the spread of slavery into new territories, and these issues that led to the formation of the Republican Party. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton (Alabama)</p> <ul style="list-style-type: none"> • 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 				<p>the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton.</p> <ul style="list-style-type: none"> • Westward Expansion from 1803 to 1861 including the Louisiana Purchase, Texas Annexation, and the Mexican Cession. • Tariff debates and the nullification crisis between 1800 and 1861. • The formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States. 	<p>reliance on cotton.</p> <ul style="list-style-type: none"> • Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism. • Describe tariff debates and the nullification crisis between 1800 and 1861. • Analyze the formation of the Republican party for its impact on the 1860 election of Abraham Lincoln. • Explain the significance of the 36'30 parallel in relation to the Missouri Compromise, Sectionalism, and Manifest Destiny. 		
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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President of the United States							
<p>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. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]</p> <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 	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the Industrial Revolution 10.USH.14</p>	<p>Students:</p> <ul style="list-style-type: none"> Analyze the social, political, economic, and military impacts of the Civil War on the United States. 	<ul style="list-style-type: none"> division distribution trace impact 	<p>Students know:</p> <ul style="list-style-type: none"> 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. 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. Divisions of resources, population distribution, and 	<p>Students are able to:</p> <ul style="list-style-type: none"> Describe major military and political events of the Civil War. Trace important Civil War battles in a map. Identify key Northern and Southern Civil War personalities, and analyze the role and influence of each. Analyze the division of resources, population distribution and transportation in the United States during the Civil War. Analyze primary source documents pertinent to Civil-War era issues. 	<p>Students understand that:</p> <ul style="list-style-type: none"> The was a significant impact of the Civil War, its significant battles and influential leaders, nonmilitary events of the time period, abolition, reform efforts by women, and Alabama's involvement in the war. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>union, executive orders, and leadership</p> <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 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 				<p>transportation in the nation during the Civil War.</p> <ul style="list-style-type: none"> Reasons border states remained in the Union during the Civil War. 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. 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. 	<ul style="list-style-type: none"> Explain the reason border states remained in the Union during the Civil War. Describe major non-military social and political events during the Civil War. Describe the role of women in American society during the Civil War. Trace Alabama's involvement in the Civil War. 		
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
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<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 Tracing Alabama's involvement in the Civil War (Alabama) 							
<p>15. Compare congressional and presidential reconstruction plans, including African-American political participation. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]</p> <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 	<p>Economics, Geography, History, Civics and Government</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p>10.USH.15</p>	<p>Students:</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. 	<ul style="list-style-type: none"> effectiveness restructure 	<p>Students know:</p> <ul style="list-style-type: none"> Congressional and presidential reconstruction plans, including African-American political participation. 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. Social restructuring of 	<p>Students are able to:</p> <ul style="list-style-type: none"> Compare congressional and presidential reconstruction plan. Trace the economic changes in the post Civil War period for whites and African Americans in the North and South. Describe the Compromise of 1877. Summarize the post-Civil War 	<p>Students understand that:</p> <ul style="list-style-type: none"> There were important social, economic, and political realities of the Reconstruction Era, as well as short- and long-term impacts of these realities on the United States as a whole, regionally, and in Alabama. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>the Freedmen's Bureau</p> <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 • 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 				<p>the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan.</p> <ul style="list-style-type: none"> • The Compromise of 1877. • Post-Civil War constitutional amendments, including the • Thirteenth, Fourteenth, and Fifteenth Amendments. • The causes of the impeachment of President Andrew Johnson. • The impact of the Jim Crow laws and Plessy versus Ferguson on the social and Political structure of the South after Reconstruction. • Political and social motives that shaped the 	<p>constitutional amendments.</p> <ul style="list-style-type: none"> • Explain the causes of the impeachment of Presidential Andrew Johnson. • Explain the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political structure of the South after Reconstruction. • Analyze the political and social motives that shaped the Alabama Constitution of 1901 to determine the long term political and examining effects. • Analyze primary source documents relating to reconstruction plans, segregation, and the Constitution 		
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<ul style="list-style-type: none"> 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 (Alabama) 				<p>Constitution of Alabama of 1901 and their long-term effect on politics and economics in Alabama.</p>	<p>of Alabama of 1901.</p> <ul style="list-style-type: none"> Determine the effects of different reconstruction plans on a map. 		
<p>16. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.h., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> Describing the impact of Manifest 	<p>Economics, Geography, History, Civics and Government United States History I: Beginnings to the</p>	<p>Students: Compare patterns of migration among groups of Americans and immigrants into America during this time period, focusing on the reasons for these movements of people, restrictions on these movements, and the</p>	<ul style="list-style-type: none"> Manifest Destiny migration immigration urban rural assimilation 	<p>Students know:</p> <ul style="list-style-type: none"> The reasons for and impact of Manifest Destiny Changes that occurred in rural American society during this time period, the reasons for these 	<p>Students are able to:</p> <ul style="list-style-type: none"> Evaluate a historical time period in order to determine its causes and impact. Compare social groups in order to determine the 	<p>Students understand that:</p> <ul style="list-style-type: none"> Changes that took place throughout American society in the years prior to World War I. 	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> ALEX Resources

Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad</p> <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 Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction 	<p>Industrial Revolution 10.U.S.H.16</p>	<p>results of the movements.</p>		<p>changes, and the results of them.</p> <ul style="list-style-type: none"> The impact of legislation and social pressures on specific groups, such as American Indians. The ways various immigrant groups compare. 	<p>impact of political, social, and economic pressures on each.</p> <ul style="list-style-type: none"> Trace the movements, migration and immigration, of various groups on a map and describe the impact of these movements on the group and society. 		
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Grade 10 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
---------------	-------------	--------------------------------	--------------------	-----------	--------	---------------	----------------

<p>and World War I</p> <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 Exclusion Act regarding immigration quotas 							
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