

**Fayette County Schools  
Curriculum Map  
US History  
Unit 1: First Americans**

**Grade Level: 10**

**Grading Period: 1 week block/2 weeks year long**

**Enduring understanding:** The Native American cultural differed from European development leading to conflict and change.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Migration</b>	<p>I can explain different theories on how first Americans arrived.</p> <p>I can explain what the Vikings did in America.</p>	<p>10.1.01 10.1.02 10.1.03 10.2.01 10.3.01 10.4.01 10.4.02 10.4.07 10.4.10 10.5.01 10.5.02</p>	<p>What are the three theories on how the first Americans arrived?</p> <p>Why did the Vikings not remain in America?</p>	<p>Vikings Bering Strait Continental Drift Leif Erikson Indian Maize Artifacts Domestication</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work</p> <p>Completed projects</p>	<p>Create posters and foldables on various cultures highlighting key points of each group.</p> <p>Working in collaborative groups, create posters encouraging settlement in the New World. Display these on the word wall and have students use them to write reflection entries in their blogs or journals.</p> <p>Create a TV newscast (role play) on events in the New World and perform it before the whole group. Have students analyze the content shared in a reflection journal or blog entry.</p> <p>In collaborative groups, construct a set of “travel brochures” on the new world to display on a word wall. Have students write reflections on the travel brochures in their blogs or journals.</p> <p>Write a journal entry as if</p>

						you were a sailor on a Spanish voyage to the new world. Keep this journal for one week. Share this story in collaborative groups as a story telling style. Illustrate the stories as they are told.
<b>Native Cultures</b>	I can explain how and why native cultures were shaped by the environment.  I can describe how early Mesoamericans lived.	10.1.01 10.1.02 10.2.03 10.4.07 10.4.12 10.5.02 10.5.03 10.5.23	How did the environment influence native culture?  What were characteristics of a Mesoamerican settlement, government, and family structure?	Longhouse Potlatch Kiva, Wigwam Potlatch Teepee		
<b>Voyages to America</b>	I can analyze why Europeans wanted to explore to world.  I can hypothesize how Columbus arrived at his goals.  I can explain what the Northwest Passage was and why it was desirable.	10.1.03 10.4.06 10.5.03 10.5.23	What were Europeans searching for in sea exploration?  What motivated Columbus to sail westward?  Why did explorers keep searching for a Northwest Passage?	Columbus Northwest Passage, “Gold, Glory and God”		
<p><b>Reading Suggestions:</b> Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p><b>Suggestions:</b> Use Thinkfinity and SAS for interactive and upper level lessons.</p> <p><b>Student Project-</b> CSO 10.1.4 students complete a volunteer service project.</p>						

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: "The Secret of Old Mexico" 470L, "Sacagawea: The Trip to the West" 620L, "Juan Ponce de Leon: Explorer of the Americas" 860L, "Traveling Off the Map: The Lewis and Clark Expedition" 880L

**Language Arts Connection:** Co-plan with language arts on readings on European exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on explorers and colonies from this unit.

Create an illustrated display of explorers and colonies with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 2: Spanish Colonization**

**Grade Level: 10**

**Grading Period: 1 week block/ 2 weeks year long**

**Enduring understanding:** Spain conquered Native American cultures for “Gold, Glory, & God”.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>Conquest</b>	<p>I can explain why Spain easily conquered native America and how this impacted colonization.</p> <p>I can compare and contrast Spanish and native American societies.</p>	<p>10.4.06 10.4.07 10.4.12 10.5.02 10.5.03 10.5.23</p>	<p>How did Spain so easily defeat the native Americans?</p> <p>How did the native American culture differ from the Spanish?</p>	<p>Conquistadores Armada Encomienda</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work completed</p>	<p>Create Web posters of a native feast inviting all to attend, reflecting the value and belief structure of the group.</p> <p>Make a graphic comparing and contrasting Spanish and native characteristics.</p> <p>Make a foldable or an electronic booklet on the structure of Spanish colonial society.</p> <p>Research foods of Spain and Latin America and prepare a “menu” of foods common to both areas today. Discuss in your reflection “who influenced who” in the foods native to both cultures.</p>
<b>Empire</b>	<p>I can analyze the impact examples of Spanish influences on modern America.</p> <p>I can assess the strong and weak points of how Spain set up its colonial government in America.</p>	<p>10.4.06 10.5.03 10.5.23</p>	<p>What do we see in modern America that came from Spanish Colonization?</p> <p>How did Spain set up colonial government in America and how did it differ from our system today?</p>	<p>Pueblos Missions Presidio Viceroy</p>		
<b>Colonialism</b>	<p>I can analyze the structure of colonial Spanish society.</p> <p>I can analyze how and why Spain treated natives in</p>	<p>10.4.06 10.5.01 10.5.02 10.5.03</p>	<p>How did Spain set up governments in colonial America?</p> <p>How did Spain treat the natives in its quest for gold, glory, and God?</p>	<p>Slavery “Gold, Glory, and God” Missions Governor</p>		

	America as they did and theorize on its impact.					Create a set of journal entries or letters home for a one week view of America by a Spanish soldier sent to the new world.
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Google Earth in a lab setting or projected to the whole group to expose world locations.

**Suggested Readings: Lexile=L** CSO 10.6-Correlate readings & writings with language arts teachers Examples include: "Native Americans in the Time of Lewis and Clark" 890L, "Juan Ponce de Leon: Explorer of the Americas" 860L, "Treasure Island" 420L.

**Language Arts Connection:** Work with language arts on readings and writing on the Spanish colonization of America.

Use a KWL or Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on "Spanish colonies" by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on events, leaders, and impact of Spanish colonization.

Construct a set of student generated flashcards on the Spanish explorers and leaders where a character or term is on one side with the answer or description on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 3: English Colonization**

**Grade Level: 10**

**Grading Period: 2 weeks block / 4 weeks year long**

**Enduring understanding:** English colonization differed from Spanish colonization in government, culture, relationship with natives, and rationale.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Jamestown</b>	I can explain why English people went to Jamestown.	10.5.02 10.5.03 10.5.22	What motivated England to settle Jamestown?	John Smith John Rolfe Pocahontas Powhatan Mayflower Compact Indentured Servants	Journal writing	Travel Brochure- using paper or a web publishing program make a brochure “selling” the good points of a given colony to people back home in the “mother country.”
	I can discuss the problems Jamestown settlers faced and how they succeeded.		How did Jamestown settlers survive?		Benchmarks  Formative assessment using focused feedback  Conferences	
<b>Pilgrims</b>	I can analyze why the Pilgrims left England and finally settled in America.	10.5.02 10.5.03	Why did religious groups (like Pilgrims) leave England for America?	Pilgrims Puritans Squanto John Winthrop Roger Williams Anne Hutchinson	Portfolio work completed	Write a set of journal entries for one week depicting Puritan life.  Make an illustrated flip book or foldable on Jamestown.
	I can compare and contrast Pilgrims to Puritans.		How did the Puritans and pilgrims differ in their settlement of Massachusetts?			
<b>New England</b>	I can tell how religion influenced Massachusetts Bay colonial government.	10.5.02 10.5.03 10.5.23	How did Massachusetts Bay government reflect Puritan beliefs?	Covenant Dissenters Town Meeting Mercantilism Great Migration		

<b>Middle and Southern Colonies</b>	I can compare and contrast the settlement of middle colonies to the southern colonies.	10.5.04	What were the different approaches in settlement of the middle and southern colonies?	Royal Colonies Proprietors Lord Baltimore William Penn Quakers Catholics John Oglethorpe		
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “Explorers of North America”- Brendan January 750L, “Famous Explorers”- Garnet Jackson 670L, “Food and Recipes of the Thirteen Colonies”- George Erdosh 730L, “Life in the Colonies”- Emily Smith 690L.

**Language Arts Connection:** Co-plan with language arts on readings on English exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the explorers and colonization from this unit.

Create an illustrated display of the age of explorers and colonies with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 4: Background to Revolution**

**Grade Level: 10**

**Grading Period: 1 week block / 2 weeks year long**

**Enduring understanding:** Frontier self sufficiency and desire for self rule clashed with mercantilism and English rule.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>French and Indian War</b>	<p>I can describe how frontier conflict reflected relationships between England and France.</p> <p>I can tell how war showed colonists they could be self sufficient and self governing.</p>	10.3.03 10.5.23	<p>How was the French and Indian War part of a global conflict?</p> <p>What about frontier war led colonists to desire self rule?</p>	<p>Seven Year's War Militia Pioneers Ft Duquesne Proclamation of 1763</p>	<p>Journal writing</p> <p>Benchmarks</p> <p>Formative assessment using focused feedback</p> <p>Conferences</p> <p>Portfolio work Completed</p>	<p>Create protest signs over lack of help on the frontier and post them on the wall. Have students use this as a springboard for a reflection essay on life during the era on the frontier.</p> <p>Make a "TV newscast" of life on the front to share with the whole class.</p> <p>Construct a chart on Parliament's Acts on the colonies and their response. Use this to answer questions on a corresponding quiz.</p>
<b>Colonial Rights</b>	<p>I can tell how England's need for taxes to pay for the Seven Years War led to conflict.</p> <p>I can tell how colonial desire for self rule used taxation as a reason for succession.</p>	10.3.03 10.5.05 10.5.23 10.5.07 10.5.21	<p>How did England's need for money after the Seven Years War lead to conflict?</p> <p>How did colonial self sufficiency lead to a separation movement?</p>	<p>Boycott Writs of Assistance Propaganda Committees of Correspondence Sons of Liberty Mercantilism</p>		<p>Make a week long journal entry assuming the role of a British soldier vs. a colonial resident.</p> <p>Debate the issue of taxation for the French and Indian War. Write a follow up pro/con paper showing each side's viewpoint.</p> <p>Create a descriptive illustrated</p>

<b>Strains on Relations</b>	<p>I can explain how and why colonists resisted English Tax acts.</p> <p>I can discuss the significance of the Boston Tea Party and Boston Massacre.</p>	<p>10.5.07 10.5.23</p>	<p>How did the English view taxation acts and how did this lead to colonial resistance?</p> <p>Why were the Boston Massacre and Boston Tea Party key points on the road to revolution?</p>	<p>Townshend Duties Stamp Act Tea Act Intolerable Acts Boycott</p>		<p>timeline of Revolutionary events and display it on the classroom walls.</p>
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “18 Penny Goose”- Sally Walker 370L, “Battlefield Ghost”- Margery Culyer 660L, “American Revolution”- Don Nardo 870L, “Boston Tea Party”- James Knight- 770L, “If You Lived at the Time of The Revolution”- Kay Moore 870L.

**Language Arts Connection:** Co-plan with language arts on readings on Colonial life and government for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the background to Revolution from this unit.

Create an illustrated display of the early revolutionary war era with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 5: American Revolutionary War**

**Grade Level: 10**

**Grading Period: 2 weeks block / 4 weeks year long**

**Enduring understanding:** The Revolution changed warfare and reflected a shift in the distribution of world power and government style.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Continental Congress</b>	I can tell what the Continental Congress did to move toward independence.	10.5.07 10.5.05 10.5.23	Why did patriots risk meeting in the Continental Congress to deal with England and independence?	Philadelphia Congress George Washington	Journal writing  Benchmarks  Formative assessment using focused feedback	Conduct research for a classroom debate on the need for a constitution and write a reflection entry in blogs or journals.  Role play a simple battle and write a 10 line poem showing the feelings involved. Divide the class into two sides. Have students assume the roll of a soldier as that soldier marches into battle.
<b>Declaration of Independence</b>	I can tell what the Declaration was telling the King.  I can describe how the Declaration was a unifying element for revolution.	10.2.01 10.2.02 10.2.03 10.2.04 10.2.05 10.2.06 10.2.07 10.2.08 10.2.09 10.2.10 10.5.06 10.5.10 10.5.23	Why did the Declaration blame the King rather than Parliament?  How were colonists undecided on revolt influenced by the Declaration?	Parliament James Madison Thomas Jefferson George III Declaration of Independence	Conferences  Portfolio work completed	Write a line for every ten yards of what they would see as they approach the enemy. After the poem is written, have students read alternating lines aloud.  Make an illustrated chart showing key Revolutionary War battles and results. Use this to write reflection entries in blogs and journals.
<b>Battlefield Highlights</b>	I can tell how colonial guerilla warfare impacted Continental style fighting and the result of the war.  I can identify key battle results and analyze why Saratoga was the turning point in the war.	10.2.01 10.2.02 10.5.03 10.5.06 10.5.21 10.5.23	How did Washington's use of guerilla techniques frustrate British warfare and lead to success?  How did several battles impact the result of the war?	Saratoga, Concord and Lexington Bunker Hill Guerilla Warfare Continental Style Warfare		Create a booklet on paper or electronically showing the key generals of the war. Use this work to answer questions on a corresponding quiz.  Make a series of journal entries of a patriot or a British soldier during the revolution. Share these in a

<b>Treaty of Paris of 1783</b>	I can identify essential terms of the Treaty of Paris of 1783 that affected the new nation.	10.5.21 10.5.23	What were the terms of the Treaty of Paris of 1783 that allowed American rule?	Treaty of Paris of 1783		classroom display with illustrations.
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “Ride of Courage”- Debra Fielder 740L, “Betsy Ross- Patriot of Philadelphia”- Judith St George 870L, “Against All Odds- George Washington and the Fight for Independence”-John Bergaz- 790L.

**Language Arts Connection:** Co-plan with language arts on readings on the Revolutionary War for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the revolution from this unit.

Create an illustrated display of the revolution with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 6: The New Nation**

**Grade Level: 10**

**Grading Period: 1 week block / 2 weeks year long**

**Enduring understanding:** Creating a new nation had significant impact on social, cultural, governmental, economic, and religious life in America.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>State Constitutions</b>	I can explain how states wrote constitutions to ensure rights.	10.1.01 10.1.02 10.1.03 10.1.04 10.5.08 10.5.09	What evidence of self rule is evident in state constitutions?	Suffrage Limited Government Republicanism Constitution	Journal writing  Benchmarks  Formative assessment using focused feedback	Create posters depicting the pro/cons to setting up the first constitutions. Use this work as a foundation for written and oral discussions.
<b>Articles of Confederation</b>	I can cite weaknesses in the Articles and identify how they made United States government weaker as well.	10.1.01 10.1.02 10.1.03 10.1.04 10.1.05 10.1.06 10.1.07 10.1.08	What were the weaknesses in the Articles and how did they threaten our early government?	Interstate Commerce Northwest Territory	Conferences  Portfolio work completed	Research original source documents, political cartoons, news articles, etc. from the era and develop a presentation reflecting your findings indicating the spirit of the era.
<b>Crisis in the New Nation</b>	I can analyze examples of conflict facing the new Nation.	10.5.21	What led to regionalized conflict in the new nation?	Shay's Rebellion Inflation Debtors Creditors		Make a foldable on conflict in frontier regions after the war's end. Use this to answer questions on a corresponding quiz.
<b>Government Refined</b>	I can explain why there was a need for the Constitutional Conventions.	10.1.01 10.1.02 10.1.03 10.1.04 10.1.05 10.1.06 10.1.07 10.1.08 10.1.09 10.1.10 10.1.11 10.3.02 10.5.21	Why was there a need for a Constitutional Convention and a Constitution?	Philadelphia Framers Convention Federalism Popular Sovereignty		Develop/role-play a TV style newscast, reporting on problems and solutions on the failing Articles of Confederation. Follow-up with a written reflection.

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: "Understanding the Articles of Confederation"- Sally Isaacs 760L, "Conflict and Controversy- Creating the Constitution"- Daniel Benjamin 850L, "Father of the Constitution- A Story about James Madison"- Barbara Mitchell 810L,

**Language Arts Connection:** Co-plan with language arts on readings on the Constitution and early United States government for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Constitution from this unit.

Make posters listing and illustrating key rights protected in the Bill of Rights.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 7: Constitution**

**Grade Level: 10**

**Grading Period: 2 weeks block / 4 weeks year long**

**Enduring understanding:** To preserve order, the United States developed a set of written rules and the framework for our government in the Bill of Rights and US Constitution.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Constitutional Convention</b>	I can compare and contrast the issues and compromises debated at the Constitutional Convention.	10.2.01 10.2.02 10.2.03 10.2.04 10.2.05 10.2.06 10.2.07 10.2.08 10.2.09 10.2.10 10.2.11	Why did compromises have to be made before a Constitution could be accepted?	Federalist Anti Federalist Delegate Republic Federalism	Journal writing  Benchmarks  Formative assessment using focused feedback  Rubrics	Create foldables or electronic presentations on the pro/con feelings reflecting the Federalist and the Anti-federalist viewpoints. Use these to answer questions in a corresponding quiz.  Students role play the major characters and the drama of the Constitutional convention. Follow this up by writing a narrative on the key characters and issues surrounding the event.
<b>Constitution</b>	I can explain how the Constitution balances the central government.	10.2.01 10.2.02 10.2.03 10.2.04 10.2.05 10.2.06 10.2.07 10.2.08 10.2.09 10.2.10 10.2.11	How do the Articles provide for specific powers for the three branches to prevent one branch from having too much power?	Amendment Checks and Balances Separation of Powers Legislative Judicial Executive	Conferences  Journal writing  Portfolio work completed	Work in collaborative groups to prioritize basic rights. Create a modern presentation on what freedoms need most protected. As a follow- up writing, respond to the following question, "Do we still need to protect the same freedoms today as we did in the 1780s?"
<b>Bill of Rights</b>	I can defend the necessity for a Bill of Rights by explaining the rights it protects.	10.5.01 10.5.08 10.5.09 10.5.10 10.5.23	Why did we need written protection for specific rights?	Amendments Necessary and Proper Clause		Create "flash cards" on the content and terms of the Constitution and Bill of Rights. Use these as review and summary devices prior to evaluation.

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings:** CSO 10.6-Work with language arts to assign readings. Example readings: "Bill of Rights in Transition- What it Really Means"- Amie Leavitt 900L, "Bill of Rights"- Warren Colman 710L, "Supreme Court of The US"- David Haeth 670L.

**Language Arts Connection:** Co-plan with language arts on readings on European exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the Bill of Rights from this unit.

Create an illustrated display rights protected in specific amendments with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 8: Early America**

**Grade Level: 10**

**Grading Period: 1 week block/ 2 weeks year round**

**Enduring understanding:** American “pioneer spirit” and manifest destiny guided early politics, society, and our national direction.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>Early Administrations</b>	I can compare and contrast the administrations of Washington, Adams, Jefferson, Madison, and Monroe.	10.1.01 10.2.12 10.3.03 10.3.07 10.5.11 10.5.12 10.5.13 10.5.14	How did the first three Presidents differ in their style and methods of leadership impacting the nation?	Cabinet Taxes Regionalism Sectionalism Nullification Judicial Review Marbury v Madison	Journal writing  Benchmarks  Formative assessment using focused feedback	Compose an essay on Lewis and Clark’s exploration of America and what it symbolized.  Research and debate Marbury v Madison and its impact. Write a reflection paper on how judicial review has changed our history.
<b>Expansion with the Louisiana Purchase</b>	I can explain how the Louisiana Purchase reflected manifest destiny.	10.3.08 10.5.24	Why was the gamble of the Louisiana Purchase a reflection of American desire for expansionism?	Manifest Destiny Expansionism Imperialism Lewis and Clark	Conferences  Portfolio work completed	Research and create an illustrated book on the new wonders of the Louisiana Purchase. Share this with the whole class and have each member write a reflection on the topic.
<b>Politics</b>	I can analyze the reasons for the differing opinions on American expansion within the government.	10.1.01 10.1.02 10.3.03 10.5.11 10.5.12 10.5.13 10.5.14	How did the politics of compromise surrounding expansionism hint at an impending war between the states?	Whigs Henry Clay Missouri Compromise Monroe Doctrine		

<b>Geography Impacts Expansion</b>	I can tell how challenges of terrain led to transportation advances allowing for manifest destiny.	10.5.01 10.5.02 10.5.03	How were Americans able to develop a transportation system conquering mountains, rivers, etc. and how did this reflect a pioneer spirit of self determined success?	Canals Conestoga Wagons Trails	Use Google Earth projected to whole class to locate Louisiana Purchase and the Lewis & Clark Expedition to trace development of the region. Have students select a key point from this and write a focus paper on their chosen event.  Construct foldables / presentations on key individuals from the era in the form of a mini-biography including illustrations.
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “ Bold Journey”- Charles Bohner 840L, “How We Crossed the West- The Adventures of Lewis and Clark”- Rosalyn Schanzer 890L, “The Wagon Train”- Bobbie Kalman 810L.

**Language Arts Connection:** Co-plan with language arts on readings on European exploration and colonization for discussion groups and projects.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on the westward expansion from this unit.

Create an illustrated display of the age of westward expansion with interactive cards containing descriptors of components highlighted in the display.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 9: America Expansion Leads to Conflict**

**Grade Level: 10**

**Grading Period: 1 week block/2 weeks year long**

**Enduring understanding:** American growth, due to the Industrial Revolution and westward movement, led to change.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>Industrial Revolution</b>	I can tell how industrialization led to a need for raw materials and markets.	10.3.06 10.5.18	How did industrialization fuel manifest destiny?	Interchangeable Parts Assembly Line Mass Production Industrial Revolution	Journal writing  Benchmarks  Formative assessment using focused feedback  Conferences  Portfolio work  Completed projects	Role-play how it may have been when people realized the potential of Eli Whitney's idea of using interchangeable parts. Write reflections after viewing.  Construct an illustrated foldable on the Jacksonian era.
<b>Jacksonian Democracy</b>	I can explain how Jackson represented both corruption and expansionism.	10.5.14	How did the strengths and weaknesses of Jackson's Administration affect the nation?	Spoils System Trail of Tears	Formative assessment with explicit feedback is essential	Follow up by allowing them to use it on a corresponding quiz.
<b>Conflict in the West</b>	I can cite examples and analyze the impact of expansion into Native American and Mexican lands.	10.5.13 10.5.23 10.5.26	How did America deal with Native Americans and Mexicans opposing United States expansion?	Texas Revolution Lone Star State Mexican War Bear Flag Republic Nationalism		After researching the history of slavery, write a pro / con paper showing both viewpoints on the slavery issue. Be able

<p><b>Slavery Becomes an Issue</b></p>	<p>I can explain how leaders avoided conflict by compromising on slavery issues in favor of new states and expansion.</p>	<p>10.1.01 10.1.02 10.1.03 10.1.04 10.1.05 10.1.06 10.1.08 10.2.01 10.2.02 10.2.03 10.2.08 10.2.09 10.3.03 10.4.03 10.4.05 10.4.06 10.4.07 10.4.08 10.4.11 10.4.12 10.5.12 10.5.13 10.5.15 10.5.16 10.5.17 10.5.20 10.5.21 10.5.22 10.5.23 10.5.24 10.5.25</p>	<p>Why and how did we avoid solving the slavery question in the face of expansionism, and what was the result?</p>	<p>Wilmot Proviso Popular Sovereignty Fugitive Slave Act Underground Railroad John C Calhoun Daniel Webster Frederick Douglass William Lloyd Garrison</p>		<p>to defend your work.</p> <p>Role-play the Lincoln-Douglas debate using information gleaned from research on each candidate's stance on the issues of the day. Have the whole class write a reflection paper on the content of the performance.</p> <p>Make mini books with illustrations and essential information on key documents. (e.g. Gettysburg Address, Emancipation Proclamation, etc.)</p> <p>Research slavery worldwide and trace when nations began to outlaw it. Write a reflection paper on why slavery was allowed to continue some</p>
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						places while being outlawed in other areas.
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “Trail of Tears- Tracy Barrett 670L, Industrial Revolution” -Debra Housel 700L, “Go Free or Die- Harriett Tubman”- Jeri Ferris 800L, “Alamo-An Interactive History Adventure”- Amie Leavitt- 660L

**Language Arts Connection:** Co-plan with language arts on readings on US expansion prior to the Civil War for discussion groups and projects. Continue work on collaborative research project with language arts teacher.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on Jacksonian Democracy and the Trail of Tears from this unit.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 10: Civil War**

**Grade Level: 10**

**Grading Period: 3 weeks block / 6 weeks year long**

**Enduring understanding:** The civil war reflected a major change in every aspect of American Philosophy changing our society and national direction.

<b>Concept</b>	<b>Learning Target</b>	<b>CSO</b>	<b>Essential Questions</b>	<b>Academic Instructional Vocabulary</b>	<b>Assessment Options</b>	<b>21<sup>st</sup> Century Resources</b>
<b>Expansion of Slavery Leads to War</b>	I can tell how state rights gave the south a moral springboard for secession.	10.5.15 10.5.16 10.5.17	Why did the south demand to keep slavery even though it was not cost effective, nor supported on the world stage?	Compromises Nat Turner John Brown Bleeding Kansas	Journal writing  Benchmarks  Formative assessment using focused feedback	Create a media presentation (using PowerPoint, Photo Story, Keynote, etc.) making a timeline of the Civil War. After the whole class views the presentation, have each write a reflection using sentence stems for launching his/her narrative to show an understanding of content.  Design a Webquest on events of the war and write a reflection paper on your findings.  Create foldables or a digital presentation to reflect the major Civil War battles and their leaders.  Construct flip charts on battles and generals of the war to share in collaborative groups and with the whole class.  Debate/role play a student generated play reflecting struggles of all the stakeholders in war. Have students (audience) write a
<b>Lincoln and Secession</b>	I can identify the leaders and their rationale in leading southern states into secession.	10.5.17	Why was Lincoln's election a rally point for secessionists?	Copperheads Secessionists Cotton Diplomacy	Conferences  Portfolio work  Completed projects	
<b>The War-Military Points</b>	I can compare and contrast northern and southern strengths and weaknesses and how it created different strategies for warfare.	10.5.17 10.5.23	How did the southern and northern plans to win the war differ and what was the result?	Anaconda Plan Conscription Total Warfare Income Tax Gettysburg Bull Run Vicksburg Appomattox Ulysses Grant Robert E Lee Stonewall Jackson	Formative assessment with explicit feedback is essential.	
<b>The War-Political Points</b>	I can analyze how both sides used propoganda to make the war a moral issue.	10.5.17 10.05.23	How did Lincoln's Emancipation Proclamation make the war a moral issue for the north?	Emancipation Proclamation States Rights Confederation		

<b>War Touches all No matter Color or Sex</b>	I can explain how and why women and blacks did all they could to fight for their cause no matter the cost.	10.5.17	Why were women and minorities willing to fight in any way possible for their cause?	Harriett Tubman Underground Railroad		reflection paper on the details gleaned.  Construct a research report and visual presentation on the impact of the Civil War on American society.
<b>War's End and Its Impact</b>	I can tell how the War ended and how it had long range effect on the nation.	10.5.17 10.5.23	How did the war come to and end? How did this plus its aftermath change the nation forever?	Appomattox Concessions Assingation John Wilkes Booth Ford Theatre		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “The South in American Literature” Jay Hubbell 1290L, “All My Trials, Lord-Selections from Women’s Slave Narratives” Mary Young 1150L, “10 Most Defining Moments of the Civil War” Myra Junyk 890L, “A Gentlemen and an Officer: A Military and Social History of the Civil War” Orville Burton 1340L.

**Language Arts Connection:** Co-plan with language arts on readings from the Civil War era for discussion groups and projects. Continue work on collaborative research project with language arts teacher.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on “Civil War Battles, Leaders, and Impact” from this unit.

Research, read or view the book and film “Gone with the Wind” 1100L in collaborative groups to research the era surrounding the Civil War and its portrayal in literature.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools  
Curriculum Map  
US History  
Unit 11: Reconstruction to Modern America**

**Grade Level: 10**

**Grading Period: 2 weeks block / 4 weeks year long**

**Enduring understanding:** Reconstruction changes had a long reaching affect on the social fabric of America.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Rebuilding the South</b>	I can tell how reconstruction was altered by corruption following the death of Lincoln.	10.4.10 10.5.12 10.5.15 10.5.16 10.5.17 10.5.18	How did Lincoln's death allow his political rivals to change reconstruction to a punishment for ex-confederates and what was the result?	Radical Republicans Democrats Impeachment Andrew Johnson Freedman's Bureau 13 <sup>th</sup> Amendment Compromise of 1877	Journal writing  Benchmarks  Formative assessment using focused feedback	Create a newspaper front page using presentation software on the impeachment efforts against Andrew Johnson.  Create advertisement posters encouraging rebuilding of the south. Display these posters on classroom walls. Use the posters as a springboard for reflection writings.
<b>Reconstruction Issues</b>	I can tell how resentment led to prejudice in the form of Black Codes and lawlessness.	10.4.07 10.5.17	Why did ex-confederates use devices like Black Codes?	Jim Crow Literacy Test Black Codes Plessy vs. Ferguson	Conferences  Portfolio work  Completed projects	Use presentation software to portray the cause effect relationship of the Civil War amendments.  Create a booklet/presentation on heroes of the suffrage movement.
<b>The New South</b>	I can tell how rebuilding led to new growth as the south became industrialized to mesh with its agricultural past.	10.5.16 10.5.17 10.5.19 10.5.20	How did the south move from sharecropping to factories and booming cities decades after the conflict?	Sharecropping Industrialization Textile Tobacco Railroad Expansion	Formative assessment with explicit feedback is essential.	Give students a choice to write on the following topics: ex-slave after the war, a northern factory worker, or a white southern sharecropper. Share these with the class to see the different vantage points.
<b>Social Changes</b>	I can tell how conflict and self sufficiency led to women and blacks demanding a voice in government.	10.5.17 10.5.23	How did women and blacks empowered with a feeling of self-sufficiency, bring about social changes as we approached the 20 <sup>th</sup> century?	Susan B. Anthony Elizabeth Cady Stanton Horace Mann Temperance Movement		

**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “Andrew Johnson: Congress and Reconstruction” -Howard Nash 1670L. “A More Perfect Union: Impact of the Civil War and Reconstruction on the Constitution” -Harold Hyman 1550L, “Reconstruction and the Rise of Jim Crow” -Chris Collier 1190L.

**Language Arts Connection:** Co-plan with language arts on readings on Reconstruction for discussion groups and projects. Continue work on collaborative research project with language arts teacher.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on reconstruction and Jim Crow laws from this unit.

Create an illustrated wall display or electronic presentation on the details of Reconstruction and how the nation changed post-Civil War.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools**  
**Curriculum Map**  
**US History**  
**Unit 12: Industrialization to Modern Times**

**Grade Level: 10**

**Grading Period: 1 week block / 2 weeks year long**

**Enduring understanding:** The turn of the 20<sup>th</sup> century saw America grow in area, population, economically, socially and militarily based upon the attraction of freedom and America's "can do" attitude.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 <sup>st</sup> Century Resources
<b>Inventors</b>	I can cite examples and describe the impact of new inventions on American clout.	10.3.01 10.3.04 10.3.05 10.5.22 10.5.23 10.5.24 10.5.25 10.5.26	How did inventions by Edison, Bell and others bring attention to America on the world stage?	Telegraph Telephone Recorded Music Photographs Typewriter	Journal writing  Benchmarks  Formative assessment using focused feedback  Conferences	Create posters on paper or electronically on inventions at the dawn of the 20 <sup>th</sup> century. Display these on the wall and allow them to be used as the basis for a written paper on inventions of the era.
<b>Transportation and Communication</b>	I can evaluate how improved transportation and communications allowed America to advance on the world stage by the turn of the 20 <sup>th</sup> century.	10.3.01 10.3.04 10.3.05 10.5.22 10.5.23 10.5.24 10.5.25 10.5.26	How did vast raw materials combine with new technologies to move the American economy to the world stage?	Union Pacific Transcontinental Railroad Steam Shipping Steam Locomotives Morse Code Trunk Line	Portfolio work  Completed projects  Formative assessment with explicit feedback is essential.	Conduct a Web Quest to research big business in the past until today. Write a reflection paper on how things have changed or stayed the same.  Create a sample patent application for one of the inventions we've studied. Defend your work to peers in your collaborative groups. Jointly edit any changes before submitting for a grade.
<b>Industrial Captialism</b>	I can analyze how a few industrialists built huge companies leading to the stock market and monopolies.	10.3.01 10.3.04 10.3.05 10.5.22 10.5.23 10.5.24 10.5.25 10.5.26	How did industrialists build companies into monopolies that influenced the social and political nature of this nation and others?	Bessemer Process Vertical and Horizontal Integration Social Darwinism Robber Barons Carnegie Mellon Rockefeller Vanderbilt		Research the Irish and Chinese immigrants who helped build the transcontinental railroad.

<b>Immigration and Challenges</b>	I can characterize the rationale and plight of immigrants choosing to move to America at the turn of the 20 <sup>th</sup> century.	10.1.07 10.4.04 10.4.09 10.4.10 10.5.16 10.5.20 10.5.22 10.5.23	Why did so many Europeans choose to come to America at the turn of the 20 <sup>th</sup> century in the face of difficulties of language, social differences, and prejudices?	Nativism Movement Urbanization Settlement House Quotas Ellis Island Angel Island Melting Pot		Write a paper on how these groups were treated during that era, analyze why, and compare to prejudices today.  Write a collection of letters between a worker and a robber baron on their personal needs of the era. Share these on the Word Wall.
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**Reading Suggestions:** Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

**Suggestions:** Use Thinkfinity and SAS for interactive and upper level lessons.

**Suggested Readings: Lexile=L** CSO 10.6-Work with language arts to assign readings. Example readings: “Wisdom from the Robber Barons: Enduring Business Lessons from Rockefeller, Morgan, and the First Industrialists” Frederick Dalzell 1160L, “Century of Immigration- 1820-1924: Christopher Collier 1190-L, “Thomas Edison” Nicholas Nirgiotis 980L, “Iron Horses Across America: The Transcontinental Railroad” Jeanne Bracken 1190L.

**Language Arts Connection:** Co-plan with language arts on readings on Industrial growth and the Robber Barons for discussion groups and projects. Continue work on collaborative research project with language arts teacher.

Make flashcards on vocabulary from each area studied in the unit.

Do a class wide word jigsaw on America’s rise to power at the turn of the 20<sup>th</sup> Century from this unit.

**Tiered Instruction:**

**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

**Tier 2** -Use Readers Notebook for guided practice

**Tier 3** -Adapted reading materials, Adapted Reader’s Notebook