

# Courses of Study : Social Studies

Number of Standards matching query: 16

<table border="1"> <tr><td>Social Studies (2010)</td></tr> <tr><td>Grade(s): 10</td></tr> <tr><td>United States History I: Beginnings to the Industrial Revolution</td></tr> <tr><td><b>All Resources:</b> 2</td></tr> <tr><td><b>Lesson Plans:</b> 1</td></tr> <tr><td><b>Classroom Resources:</b> 1</td></tr> </table>	Social Studies (2010)	Grade(s): 10	United States History I: Beginnings to the Industrial Revolution	<b>All Resources:</b> 2	<b>Lesson Plans:</b> 1	<b>Classroom Resources:</b> 1	<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"> <li>• Describing the influence of the Crusades, Renaissance, and Reformation on European exploration</li> <li>• Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities</li> <li>• Analyzing the course of the Columbian Exchange for its impact on the global economy</li> <li>• Explaining triangular trade and the development of slavery in the colonies</li> </ul> <p><b>Alabama Alternate Achievement Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>AAS Standard:</b> SS.AAS.10.1- Recognize the influence of the Crusades, Renaissance, and reformation on European exploration. Identify European motives for establishing colonies including mercantilism, religious persecution, poverty, oppression, and new opportunities. Identify the Columbian Exchange including the triangular trade and the development of slavery in the colonies.</p> </div>
Social Studies (2010)							
Grade(s): 10							
United States History I: Beginnings to the Industrial Revolution							
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<b>Lesson Plans:</b> 1							
<b>Classroom Resources:</b> 1							
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Social Studies (2010)							
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United States History I: Beginnings to the Industrial Revolution							
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<b>Classroom Resources:</b> 3							

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<b>All Resources:</b>	15												
<b>Classroom Resources:</b>	15												

**Alabama Alternate Achievement Standards****AAS Standard:**

SS.AAS.10.4- Understand that the U.S. Constitution is our plan of government.

SS.AAS.10.4a - Define the amendments including the Bill of Rights.

SS.AAS.10.4b - Define the major provisions of the Constitution including the separation of powers, checks and balances, the three branches of government - executive, legislative, and judicial.

SS.AAS.10.4c - Identify the strengths and weaknesses of the Articles of Confederation.

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<b>All Resources:</b>	1
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<b>Classroom Resources:</b>	1
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5 ) Explain key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCulloch versus Maryland*, and *Cherokee Nation versus Georgia*. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining concepts of loose and strict interpretations of the Constitution of the United States

**Alabama Alternate Achievement Standards****AAS Standard:**

SS.AAS.10.5- Identify the key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

Social Studies (2010)

Grade(s): 10

United States History I:  
Beginnings to the Industrial  
Revolution

<b>All Resources:</b>	1
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<b>Classroom Resources:</b>	1
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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

**Alabama Alternate Achievement Standards****AAS Standard:**

SS.AAS.10.6- Understand that the United States interacts with other countries in the world; identify important events between the United States, Britain, and France from 1781 to 1823.

SS.AAS.10.6a - Identify the major events surrounding War of 1812.

SS.AAS.10.6b - Identify the major provisions of the Monroe Doctrine.

Social Studies (2010)

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

<p>Grade(s): 10</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p><b>All Resources:</b> 12</p> <p><b>Learning Activities:</b> 1</p> <p><b>Classroom Resources:</b> 11</p>	<p>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><b>Alabama Alternate Achievement Standards</b></p>	<p><b>AAS Standard:</b></p> <p>SS.AAS.10.7- Understand the concept of Manifest Destiny; identify and describe events of the U.S. expansion prior to the Civil War.</p>
<p>Social Studies (2010)</p> <p>Grade(s): 10</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p><b>All Resources:</b> 0</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><b>Alabama Alternate Achievement Standards</b></p>	<p><b>AAS Standard:</b></p> <p>SS.AAS.10.8- Identify major events in Alabama from 1781 to 1823, including settlement, statehood, and conflicts with American Indians.</p>
<p>Social Studies (2010)</p> <p>Grade(s): 10</p> <p>United States History I: Beginnings to the Industrial Revolution</p> <p><b>All Resources:</b> 2</p> <p><b>Classroom Resources:</b> 2</p>	<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.]</p>
<p>Examples: Waltham-Lowell system, "old" immigration, changing technologies</p>	<p><b>Alabama Alternate Achievement Standards</b></p>
<p><b>AAS Standard:</b></p> <p>SS.AAS.10.9- Define economic nationalism; identify internal improvements during the Era of Good Feelings including canals, national road, steamboat, and the cotton gin.</p>	<p>Social Studies (2010)</p> <p>Grade(s): 10</p> <p>United States History I: Beginnings to the Industrial</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"> <li>Explaining the spoils system, nullification, extension of voting rights, the Indian Removal</li> </ul>

<table border="1"> <tr><td>Revolution</td><td></td></tr> <tr><td><b>All Resources:</b></td><td>5</td></tr> <tr><td><b>Classroom Resources:</b></td><td>5</td></tr> </table>	Revolution		<b>All Resources:</b>	5	<b>Classroom Resources:</b>	5	<p>Act, and the common man ideal</p> <p><b>Alabama Alternate Achievement Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>AAS Standard:</b>  SS.AAS.10.10- Recognize the positive and negative ideas of Jacksonian Democracy and identify examples, including the expansion of voting rights.</p> </div>						
Revolution													
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United States History I: Beginnings to the Industrial Revolution													
<b>All Resources:</b>	12												
<b>Learning Activities:</b>	2												
<b>Classroom Resources:</b>	10												
	<p>13 ) Summarize major legislation and court decisions from 1800 to 1861 that led to</p>												

Social Studies (2010)

Grade(s): 10

United States History I:  
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Revolution**All Resources:** 5**Learning Activities:** 1**Classroom  
Resources:** 4

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.]

- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton (Alabama)
- 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 President of the United States

### Alabama Alternate Achievement Standards

#### AAS Standard:

SS.AAS.10.13- Define sectionalism; recognize major legislation and court decisions that increased sectional tensions prior to the Civil War.

Social Studies (2010)

Grade(s): 10

United States History I:  
Beginnings to the Industrial  
Revolution**All Resources:** 12**Classroom  
Resources:** 12

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.]

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman
- Example: President Abraham Lincoln's philosophy of union, executive orders, and leadership

- 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
- 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)

### Alabama Alternate Achievement Standards

#### AAS Standard:

SS.AAS.10.14- Define civil war; describe the Civil War as a conflict between Southern and

Northern states; identify major events, battles, and people that influenced the United

States during the Civil War; locate the Union States from the Confederate States on a map; describe Alabama's role in the Civil War.

Social Studies (2010)

Grade(s): 10

United States History I:  
Beginnings to the Industrial  
Revolution

**All Resources:** 4

**Classroom  
Resources:** 4

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.]

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
- 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
- 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)

#### Alabama Alternate Achievement Standards

##### AAS Standard:

SS.AAS.10.15- Define reconstruction, scalawags, carpetbaggers, Black Codes, impeachment, and freedmen's Bureau; identify Thirteenth, Fourteenth and Fifteenth Amendments; recognize social, political, and economic changes initiated by the policies of the Reconstruction.

Social Studies (2010)

Grade(s): 10

United States History I:  
Beginnings to the Industrial  
Revolution

**All Resources:** 6

**Lesson Plans:** 1

**Classroom  
Resources:** 5

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.]

- Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad
- 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 and World War I
- Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas

#### Alabama Alternate Achievement Standards

**AAS Standard:**

SS.AAS.10.16- Compare and contrast agricultural and industrial societies; recognize that the United States transitioned from an agricultural society to an industrial society prior to World War I.