Recommended Texts*  |  Resources *
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Yvonne Caamal Canul  
Superintendent

Mark Coscarella, Ed.D.  
Deputy Superintendent  

Mara Lud  
Executive Director for Student Learning

Delsa Chapman  
Director of Magnet Programs & High Schools

Many thanks to...  
the teachers and administrators who helped develop and revise the pacing guides.

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* These expectations will be threaded throughout U.S. History units.
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* Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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* Become familiar with sequencing at previous and subsequent grade levels.

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* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.
<table>
<thead>
<tr>
<th>8th Grade Foundations</th>
<th>U.S. History - Part 1</th>
<th></th>
<th>First Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-F1.1</td>
<td>USHG 3.3.1</td>
<td></td>
<td>USHG 3.3.1</td>
</tr>
<tr>
<td>☐ I CAN explain why colonists decided to declare their independence from Britain economically, politically, and socially.</td>
<td>☐ I CAN explain the reasons for adoption and subsequently failure of the Articles of Confederation.</td>
<td>☐ I CAN explain why the new government had dealing with social and economic events.</td>
<td>☐ I CAN explain the reasons for adoption and subsequently failure of the Articles of Confederation.</td>
</tr>
<tr>
<td>8-F1.2</td>
<td>USHG 3.3.2</td>
<td></td>
<td>USHG 3.3.2</td>
</tr>
<tr>
<td>☐ I CAN explain the grievances the colonists had against the British rule and King George.</td>
<td>☐ I CAN explain the stress the Articles had economically.</td>
<td>☐ I CAN determine why the Articles needed to be revised.</td>
<td>☐ I CAN explain the stress the Articles had economically.</td>
</tr>
<tr>
<td>8-F1.3</td>
<td>USHG 3.3.3</td>
<td></td>
<td>USHG 3.3.3</td>
</tr>
<tr>
<td>☐ I CAN explain the new role of the new government created after the American Revolutionary War. I can explain the reasons for adoption and subsequently failure of the Articles of Confederation.</td>
<td>☐ I CAN determine the challenges the delegates had proposing a new government.</td>
<td>☐ I CAN describe major issues debated at the Constitutional Convention and how were the issues resolved.</td>
<td>☐ I CAN determine the challenges the delegates had proposing a new government.</td>
</tr>
<tr>
<td>8-F1.4</td>
<td>USHG 3.3.4</td>
<td></td>
<td>USHG 3.3.4</td>
</tr>
<tr>
<td>☐ I CAN explain how the new government compromised the major issues including the three branches of government, federalism, rights of individuals, and voting.</td>
<td>☐ I CAN explain the compromises that occurred in the conventions and the results for each one.</td>
<td>☐ I CAN describe major issues debated at the Constitutional Convention and how were the issues resolved.</td>
<td>☐ I CAN explain the compromises that occurred in the conventions and the results for each one.</td>
</tr>
<tr>
<td>8-F1.5</td>
<td>USHG 3.3.5</td>
<td></td>
<td>USHG 3.3.5</td>
</tr>
<tr>
<td>☐ I CAN explain the ratification process and the differences between Anti-Federalist and Federalist.</td>
<td>☐ I CAN explain how the Bill of Rights reflected the concept of limited government and freedoms citizens have.</td>
<td>☐ I CAN describe major issues debated at the Constitutional Convention and how were the issues resolved.</td>
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</tr>
<tr>
<td>8-F1.6</td>
<td>USHG 3.3.6</td>
<td></td>
<td>USHG 3.3.6</td>
</tr>
<tr>
<td>☐ I CAN explain how using important primary sources helped shape the America societies beliefs and values.</td>
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Continue to reinforce skills and concepts previously introduced, as necessary.

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Public Discourse

P3.1 ☐ I CAN identify, research, analyze, discuss and defend a position on a national policy issue.
P4.2.1 ☐ I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.
P4.2.2 ☐ I CAN engage in activities to help solve national or international problems.
P4.2.3 ☐ I CAN volunteer to help our society.
### Vocabulary

<table>
<thead>
<tr>
<th>Recommended Texts*</th>
<th>Resources*</th>
</tr>
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</table>

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.

---

**Recommended Texts**

- Delsa Chapman  
  *Director of Magnet Programs & High Schools*
  
  Many thanks to... the teachers and administrators who helped develop and revise the pacing guides. Go Mrs. B!

- Yvonne Caamal Canul  
  *Superintendent*

- Mark Coscarella, Ed.D.  
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**Resources**

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<tr>
<th>ERA 3</th>
<th>ERA 4</th>
<th>U.S. History - Part 1</th>
<th>ERA 5</th>
<th>ERA 6</th>
<th>Public Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th Grade</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
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</table>

**USGH 4.1.1**
- I CAN analyze Washington’s Farewell address to determine significant challenges for the new nation and determine the extent to which subsequent Presidents heeded Washington’s advice.

**USGH 4.1.2**
- I CAN explain how United States relationships with other countries changed over time using many treaties that were signed.

**USGH 4.1.3**
- I CAN explain and examine the start of political parties and the influence the parties had on America economy and government policies.

**USGH 4.1.4**
- I CAN explain how the US Supreme Court was established and the power it has on interpreting the Constitution.

**USGH 4.2.1**
- I CAN explain the difference between northeast and south with respect of climate, social, economic and geography of the two regions.
- I CAN compare and contrast the two regions of Northeast and South in relation to economy.

**USGH 4.2.2**
- I CAN explain the establishment of slavery and the the southern support and north opposition to the insatute.

**USGH 4.2.3**
- I CAN explain the importance of the purchase of Louisiana Territory and the expansion of the US.
- I CAN explain the ideology of Manifest Destiny and the consequences it had on Native Americans and other settlers of the western region.

**USGH 4.2.4**
- I CAN explain the positive and negative consequences of expansion of the US involving Native Americans and expansion of slavery.

**USGH 4.3.1**
- I CAN explain the importance of Horace Mann and free education.

**USGH 4.3.2**
- I CAN explain the importance of the people involved with abolitionist movement.

**USGH 5.1.2**
- I CAN determine how Northwest Ordinance helped established territories as free states.

**P3.1**
- I CAN identify, research, analyze, discuss and defend a position on a national policy issue.

**P4.2.1**
- I CAN demonstrate knowledge on matters of public policy and clearly state it in writing and or other forms of communications.

**P4.2.2**
- I CAN engage in activities to help solve national or international problems.

**P4.2.3**
- I CAN volunteer to help out our society.

**This is not a focus area during this quarter.**
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| Recommended Texts* | Resources * |

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<th>Third Quarter</th>
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</thead>
<tbody>
<tr>
<td><strong>ERA 3</strong></td>
<td><strong>ERA 4</strong></td>
<td><strong>ERA 5</strong></td>
</tr>
<tr>
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</table>

**USGH 4.2.4**  
☐ I CAN explain the positive and negative consequences of expansion of the US involving Native Americans and expansion of slavery.

**USGH 4.3.1**  
☐ I CAN explain the importance of Horace Mann and free education.

**USGH 4.3.2**  
☐ I CAN explain the importance of the people involved with abolitionist movement.

**USGH 4.3.3**  
☐ I CAN explain the importance of women’s suffrage movement and whom were involved.

**USGH 4.3.4**  
☐ I CAN explain the importance of the temperance movement and whom were involved.

**USGH 4.3.5**  
☐ I CAN explain the importance of the temperance movement on US society.

**USGH 4.3.6**  
☐ I CAN explain the importance religion had on the antebellum reform movements.

**USGH 5.1.1**  
☐ I CAN explain the differences and similarities of slaves and free blacks.

**USGH 5.1.2**  
☐ I CAN determine how Northwest Ordinance help established territories as free states.

**USGH 5.1.3**  
☐ I CAN explain the importance of key individuals whom helped solve issues occurring in the mid 1800’s.

**USGH 5.1.4**  
☐ I CAN describe the importance of certain laws that increase tension between sections of the US.  
☐ I CAN explain the importance political parties played in sectionalism

**USGH 5.1.5**  
☐ I CAN describe the resistance of enslaved people and whom were involved.  
☐ I CAN explain the importance of the underground railroad and its effects.

**USGH 5.1.6**  
☐ I CAN explain the debates and compromises that occurred in the Constitution Convention dealing with state and individual rights.

**USGH 5.2.1**  
☐ I CAN explain the reason why southern states succeeded.

**USGH 5.2.2**  
☐ I CAN explain why north was victorious over the south in the Civil War.

**USGH 5.2.3**  
☐ I CAN explain the importance of Abraham Lincoln leadership and eventually the outcome of the War.

**USGH 5.2.4**  
☐ I CAN explain the role African Americans played in the victory for the North over the South.

**USGH 5.2.5**  
☐ I CAN explain the affects the Civil War had on various groups of people in US society.

**USGH 5.3.4**  
☐ I CAN explain the importance of the Civil War Amendments (13th, 14th, and 15th).
### Recommended Texts*

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
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**U.S. History**

**Part 1**

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<th>ERA 5</th>
<th>ERA 6</th>
<th>Fourth Quarter</th>
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<tr>
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<td>This is not a focus area during this quarter.</td>
<td><strong>USGH 5.2.2</strong></td>
<td>This is not a focus area during this quarter.</td>
<td><strong>Public Discourse</strong></td>
</tr>
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<td>☐</td>
<td>This is not a focus area during this quarter.</td>
<td>☐</td>
<td>This is not a focus area during this quarter.</td>
<td><strong>P3.1</strong></td>
</tr>
<tr>
<td>I CAN explain why the north was victorious over the south in the Civil War.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
<td>I CAN explain why the north was victorious over the south in the Civil War.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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</tr>
<tr>
<td><strong>USGH 5.2.3</strong></td>
<td>This is not a focus area during this quarter.</td>
<td><strong>USGH 5.2.3</strong></td>
<td>This is not a focus area during this quarter.</td>
<td><strong>P4.2.1</strong></td>
</tr>
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<td>☐</td>
<td>This is not a focus area during this quarter.</td>
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<td>This is not a focus area during this quarter.</td>
<td><strong>P4.2.1</strong></td>
</tr>
<tr>
<td>I CAN explain the importance of Abraham Lincoln leadership and eventually the outcome of the War.</td>
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<td><strong>P4.2.1</strong></td>
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<td>This is not a focus area during this quarter.</td>
<td><strong>USGH 5.2.4</strong></td>
<td>This is not a focus area during this quarter.</td>
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<td>☐</td>
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<td>☐</td>
<td>This is not a focus area during this quarter.</td>
<td><strong>P4.2.2</strong></td>
</tr>
<tr>
<td>I CAN explain the role African Americans played in the victory for the North over the South.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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<td>This is not a focus area during this quarter.</td>
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<td>I CAN explain the affects the Civil War had on various groups of people in US society.</td>
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<td>I CAN explain the different positions each political group had on reconstructing the South.</td>
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</tr>
<tr>
<td>I CAN explain the roles the Freedmen’s Bureau had on the rights of African Americans.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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</tr>
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<td>I CAN explain the roles African Americans had on each level of government.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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<tr>
<td>I CAN explain the resistance of whites on African Americans freedom and roles in government.</td>
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<td><strong>USGH 5.3.4</strong></td>
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<tr>
<td>I CAN explain the impact of the 1877 removal of soldiers from the south had on America.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
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