

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



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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8th Grade • First Quarter

Pacing Guide



U.S. History
Part 1

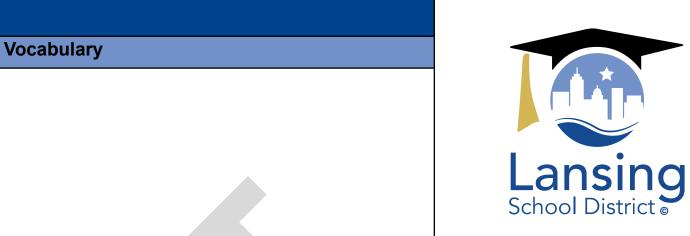
Introduction to Your U.S. History Pacing Guide

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Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- These expections will be threaded throughout U.S. History units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction
- Compare your current pace to the Pacing Guide and adjust as needed.
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8th Grade U.S. History - Part 1				First Quarter
Foundations	ERA 3	ERA 4	ERA 5	ERA 6
8-F1.1 I CAN explain why colonists decided to declare their indepence from Britian econimic, political and social freedoms. 8-F1.2 I CAN explain the grievances the colonists had against the British rule and King George. 8-F1.3 I CAN explain the new role of the new government created after the American Revolutiony War. I can explain the reasons for adoption and subsequently failure of the Articles of Confederation.	USHG 3.3.1 I CAN explain the reasons for adoption and subsequently failure of the Articles of Confederation. I CAN explain the challenges the new government had dealing with social and economics events. USHG 3.3.2 I CAN explain the stress the Articles had economically. I CAN determine why the Articles needed to be revised. USHG 3.3.3 I CAN determine the challenges the delegates had proposing a new government. I CAN describe major issues debated at the Constitutional Convention and how were the issues resolved. USHG 3.3.4 I CAN explain how the new government compromised the major issues including the three branches of government, federalism, rights of individuals, and voting. I CAN explain the compromises that occurred in the conventions and the results for each one. USHG 3.3.5 I CAN explain the ratification process and the differences between Anti-Federalist and Federalist. USHG 3.3.6 I CAN explain how the Bill of Rights reflected the concept of limited government and freedoms citizens have. USHG 3.3.7 I CAN explain how using important primary sources helped shape the America societies beliefs and values.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary. Public Discourse P3.1 I CAN identify, research, analze, 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.





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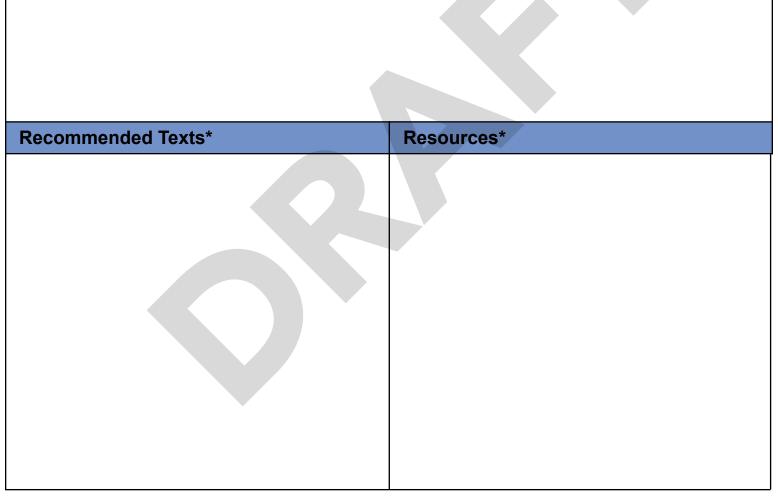
8th Grade • Second Quarter

U.S. History Part 1

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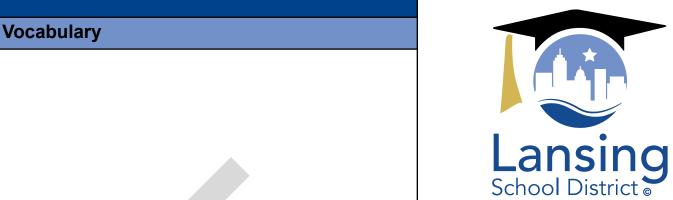
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8th Grade		U.S. History - Part 1		Second Quarter
ERA 3	ERA 4	ERA 5	ERA 6	Public Discourse
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USGH 4.1.1 □ I CAN analyze Washington's 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 patries 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 interpeting 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 realtions to economy. USGH 4.2.2 □ I CAN explain the establishment of slavery and the the southern support and north opposition to the insitute. USGH 4.2.3 □ I CAN explain the importance of the purchase of Louisana 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 help established territories as free states.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	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.



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8th Grade • Third Quarter

Pacing Guide

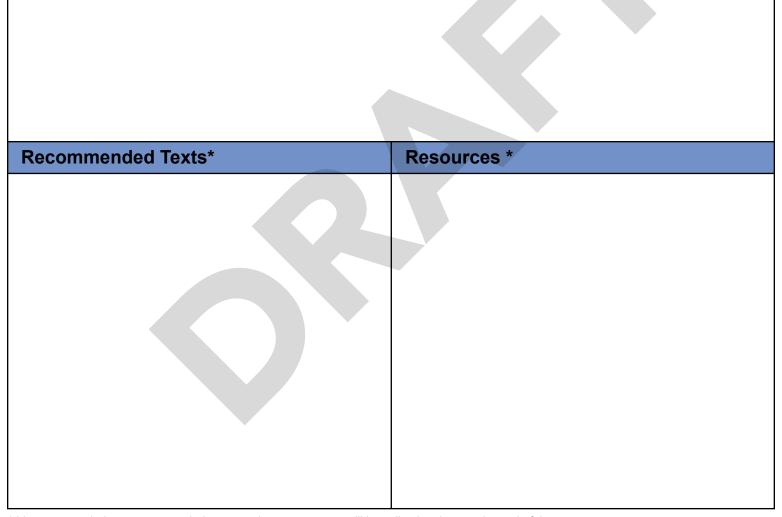


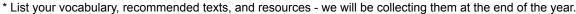
U.S. History
Part 1

Introduction to Your U.S. History Pacing Guide

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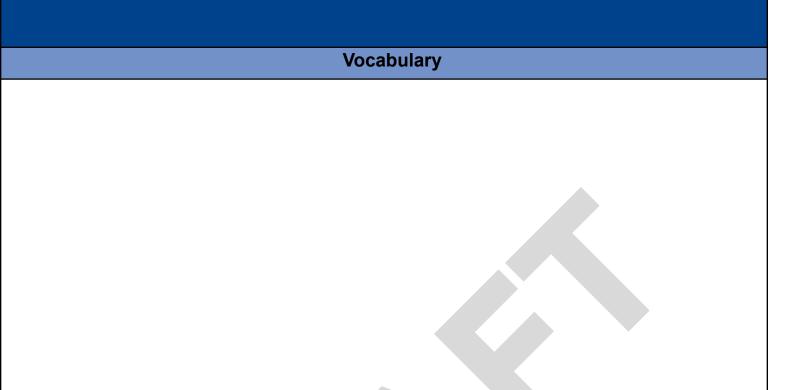
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ERA 3	ERA 4	ERA 5	ERA 6	Public Discourse
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USGH 4.2.4 ☐ I CAN explain the positive and negative consequences of expansion of 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 had on US society. USGH 4.3.5 ☐ I CAN show 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 imortance 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).	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	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.



Recommended Texts*	Resources*

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8th Grade • Fourth Quarter

Pacing Guide



U.S. History
Part 1

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ERA 3	ERA 4	ERA 5	ERA 6	Public Discourse
	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USGH 5.2.2 □ I CAN explain why the 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 5.3.1 □ I CAN explain the different positions each	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	P3.1 I CAN identify, research, analze, 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.
		political group had on reconstructing the South. USGH 5.3.2 ☐ I CAN explain the roles the Freedmen's Bureau had on the rights of African Americans. USGH 5.3.3 ☐ I CAN explain the roles African Americans had on each level of government. ☐ I CAN explain the resistance of whites on African Americans freedon and roles in government. USGH 5.3.4 ☐ I CAN explain the importance of the Civil War Amendments (13th,14th, and 15th). USGH 5.3.5 ☐ I CAN explain the imapact of the 1877 removal of soldiers from the south had on America.		