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Yvonne Caamal Canul Superintendent

Mark Coscarella, Ed.D. Deputy Superintendent

Mara LudExecutive 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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High School • First Quarter

Pacing Guide



U.S. History
Part 2

Introduction to Your U.S. History Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. The following tips may be helpful as you begin using the 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.
- · Become familiar with sequencing at previous and subsequent grade levels.
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High School U.S. History - Part 2 First Q				
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
USHG F1.1 I CAN identify the core ideals of U.S. society as reflected in key documents. I CAN analyze the ways that U.S. society has moved towards and/or away from the core ideals. USHG F1.2 I CAN develop an argument about the changing character of U.S. political society and the roles of key individuals across cultures in prompting change. USHG F2.1 I CAN describe the major trends and transformations in U.S. life prior to 1877.	USHG ERA 6.1.1 □ I CAN analyze the factors that enabled the U.S. to become a major industrial world power. USHG ERA 6.1.2 □ I CAN evaluate the changes in the growth of organized labor in response to industrial change. □ I CAN identify the need for political reform through the growth of the populist movement. USHG ERA 6.1.3 □ I CAN identify the changing urban and rural demographic landscapes. USHG ERA 6.1.4 □ I CAN analyze census data to describe changing demographics in U.S. from 1790-1940. USHG ERA 6.1.5 □ I CAN discuss the causes and consequences of the major industrial transformation of the automobile industry. USHG ERA 6.3.1 □ I CAN describe multiple challenges created by U.S. industrial growth between 1895-1930.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USHG ERA 8.2.4 ☐ I CAN use core democratic values to analyze and evaluate various domestic conflicts and tensions.	USHG ERA 9.1.2 ☐ I CAN explore the changing face of American politics in the late 20th and early 21st centuries.





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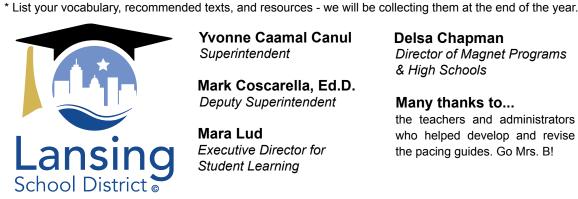
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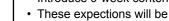
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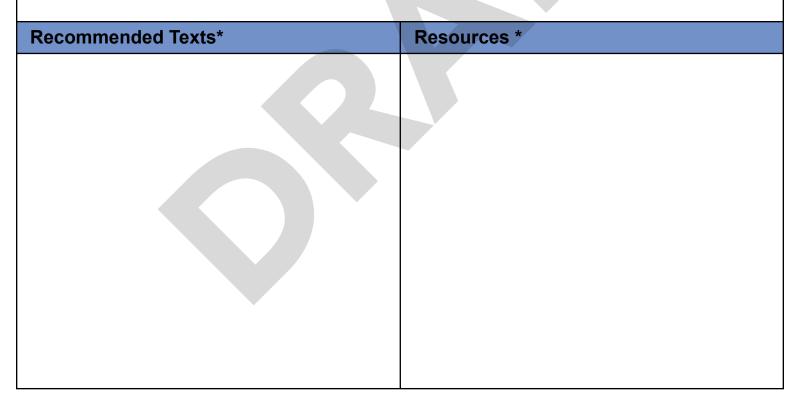
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High School • Second Quarter

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ligh School	Second Quarter			
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USHG ERA 6.2.1 □ I CAN locate on a map the territories acquired by the U.S. during its emergence as an imperial power between 1890-1914. □ I CAN describe and analyze the role of the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. USHG ERA 6.2.2 □ I CAN identify the causes of WWI. □ I CAN explain the reasons for the delayed entry of the U.S. and its role in shaping the course of WWI. USHG ERA 6.2.3 □ I CAN analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, and the expansion of women's suffrage. USHG ERA 6.2.4 □ I CAN explain how Wilson's Fourteen Points shaped the peace process. USHG ERA 6.3.1 □ I CAN describe multiple challenges created by U.S. industrial growth between 1895-1930. USHG ERA 6.3.2 □ I CAN analyze the causes/consequences of Progressive Reform at the local, state, and federal levels. USHG ERA 6.3.3 □ I CAN analyze the successes and failures of efforts to expand the women's rights movement.	USHG ERA 7.1.1 I CAN identify and explain the cultural changes and tensions in the "Roaring 20s." USHG ERA 7.1.2 I CAN explain and evaluate the multiple causes and consequences of the Great Depression. I CAN explain and evaluate Hoover's lack of federal government intervention during the economic crisis. USHG ERA 7.1.3 I CAN explain and evaluate the U.S. government, specifically President Roosevelt's responses to the challenges of the Depression.	USHG ERA 8.2.4 □ I CAN use core democratic values to analyze and evaluate various domestic conflicts and tensions.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.





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High School • Third Quarter

Pacing Guide



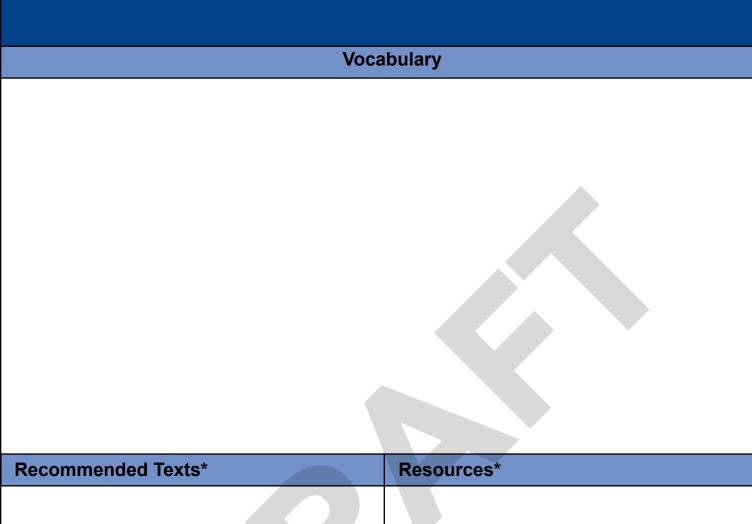
U.S. History
Part 2

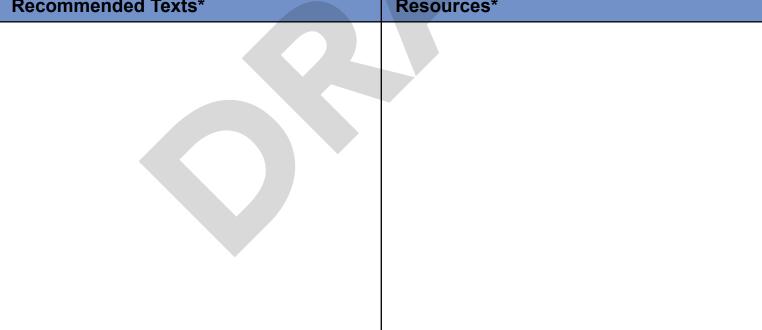
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High School	Third Quarter			
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	USHG ERA 7.1.2 □ I CAN explain and evaluate the multiple causes and consequences of the Great Depression. □ I CAN explain and evaluate Hoover's lack of federal government intervention during the economic crisis. USHG ERA 7.1.3 □ I CAN explain and evaluate the U.S. government, specifically President Roosevelt's responses to the challenges of the Depression. USHG ERA 7.2.1 □ I CAN analyze the causes and course of WWII and explain the onset of U.S. involvement. USHG ERA 7.2.2 □ I CAN evaluate the role of the U.S. in fighting the war, militarily, diplomatically, and technologically across he world. USHG ERA 7.2.3 □ I CAN explain and analyze the changes in the American Homefront brought about by U.S. participation in WWII. USHG ERA 7.2.4 □ I CAN discuss Hitler's "Final Solution" and describe the allied responses.	USHG ERA 8.1.1 I CAN analyze the Cold War and the factors that fueled it. USHG ERA 8.1.2 I CAN evaluate the origins, setbacks, and successes of the U.S. policy of "containing" the Soviet Union. USHG ERA 8.1.3 I CAN identify factors that led to the end of the Cold War. USHG ERA 8.2.1 I CAN use population data to analyze demographic trends in the U.S. Post-WWII. USHG ERA 8.2.2 I CAN analyze major domestic issues in the Post-WWII era and the policies designed to meet the challenges. USHG ERA 8.2.4 I CAN use core democratic values to analyze and evaluate various domestic conflicts and tensions.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.





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High School • Fourth Quarter

Pacing Guide



U.S. History
Part 2

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gh School	Fou	ırth Quarter
Foundations	RA 8	ERA 9
This is not a focus area during this quarter.		he changing nature of the ustry as a case study.
Continue to reinforce skills and concepts previously introduced, as necessary.	data to analyze USHG ERA 9.2.1 □ I CAN explain to	he role of the U.S. as a the Post-Cold War world.
as necessary.	a the U.S. Post-WWII. domestic issues in the e policies designed to ontrast presidential superpower in the superpowe	the Post-Cold War world. how the attacks of 9/11 and to terrorism have altered U.S. preign policies. e a persuasive essay on a sue and justify the position with
	ajor accomplishments ghts and liberties for uses and consequences occurred in American	