

Vocabulary	
Recommended Texts*	Resources *

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



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*Superintendent*

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**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

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High School U.S. History - Part 2First Quarter				
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
<p><b>USHG F1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the core ideals of U.S. society as reflected in key documents.</p> <p><input type="checkbox"/> <b>I CAN</b> analyze the ways that U.S. society has moved towards and/or away from the core ideals.</p> <p><b>USHG F1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> develop an argument about the changing character of U.S. political society and the roles of key individuals across cultures in prompting change.</p> <p><b>USHG F2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe the major trends and transformations in U.S. life prior to 1877.</p>	<p><b>USHG ERA 6.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> analyze the factors that enabled the U.S. to become a major industrial world power.</p> <p><b>USHG ERA 6.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> evaluate the changes in the growth of organized labor in response to industrial change.</p> <p><input type="checkbox"/> <b>I CAN</b> identify the need for political reform through the growth of the populist movement.</p> <p><b>USHG ERA 6.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify the changing urban and rural demographic landscapes.</p> <p><b>USHG ERA 6.1.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> analyze census data to describe changing demographics in U.S. from 1790-1940.</p> <p><b>USHG ERA 6.1.5</b></p> <p><input type="checkbox"/> <b>I CAN</b> discuss the causes and consequences of the major industrial transformation of the automobile industry.</p> <p><b>USHG ERA 6.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe multiple challenges created by U.S. industrial growth between 1895-1930.</p>	<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>USHG ERA 8.2.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> use core democratic values to analyze and evaluate various domestic conflicts and tensions.</p>	<p><b>USHG ERA 9.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> explore the changing face of American politics in the late 20th and early 21st centuries.</p>

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High School • Second Quarter  
*Pacing Guide*



*U.S. History*  
*Part 2*

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High School U.S. History - Part 2 Second Quarter				
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>USHG ERA 6.2.1</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> locate on a map the territories acquired by the U.S. during its emergence as an imperial power between 1890-1914.</li><li><input type="checkbox"/> <b>I CAN</b> 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.</li></ul> <p><b>USHG ERA 6.2.2</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> identify the causes of WWI.</li><li><input type="checkbox"/> <b>I CAN</b> explain the reasons for the delayed entry of the U.S. and its role in shaping the course of WWI.</li></ul> <p><b>USHG ERA 6.2.3</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> 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.</li></ul> <p><b>USHG ERA 6.2.4</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> explain how Wilson’s Fourteen Points shaped the peace process.</li></ul> <p><b>USHG ERA 6.3.1</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> describe multiple challenges created by U.S. industrial growth between 1895-1930.</li></ul> <p><b>USHG ERA 6.3.2</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> analyze the causes/consequences of Progressive Reform at the local, state, and federal levels.</li></ul> <p><b>USHG ERA 6.3.3</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> analyze the successes and failures of efforts to expand the women’s rights movement.</li></ul>	<p><b>USHG ERA 7.1.1</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> identify and explain the cultural changes and tensions in the “Roaring 20s.”</li></ul> <p><b>USHG ERA 7.1.2</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> explain and evaluate the multiple causes and consequences of the Great Depression.</li><li><input type="checkbox"/> <b>I CAN</b> explain and evaluate Hoover’s lack of federal government intervention during the economic crisis.</li></ul> <p><b>USHG ERA 7.1.3</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> explain and evaluate the U.S. government, specifically President Roosevelt’s responses to the challenges of the Depression.</li></ul>	<p><b>USHG ERA 8.2.4</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I CAN</b> use core democratic values to analyze and evaluate various domestic conflicts and tensions.</li></ul>	<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>



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High School • Third Quarter  
*Pacing Guide*



*U.S. History*  
*Part 2*

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High School U.S. History - Part 2 Third Quarter				
Foundations	ERA 6	ERA 7	ERA 8	ERA 9
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High School • Fourth Quarter  
*Pacing Guide*



*U.S. History*  
*Part 2*

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High School U.S. History - Part 2 Fourth Quarter				
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