

**UNITED STATES HISTORY AND THE CONSTITUTION  
INSTRUCIONAL PACING GUIDE  
(DAYS BASED ON 90 MINUTES)**

Standard USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.			
DATES TAUGHT			RESOURCES
<b>FIRST NINE WEEKS</b>			
<b>Colonial America</b>			
	Summarize religious characteristics: New England, Middle Colonies, and Southern Colonies	2 Days	<b>Maps: <u>The Thirteen Colonies in 1775</u></b> <a href="http://www.earlyamerica.com/earlyamerica/maps/European%20Occupation%20to%201750">www.earlyamerica.com/earlyamerica/maps/European Occupation to 1750</a> <a href="http://college.hmco.com/finder/history_preview.do?scope=1&amp;id=29887">http://college.hmco.com/finder/history_preview.do?scope=1&amp;id=29887</a> <b><u>Spain's Viceroyalties in the New World</u></b> <a href="http://www.britannica.com/EBchecked/topic-art/504222/2112/Spanish-and-Portuguese-America-in-178">www.britannica.com/EBchecked/topic-art/504222/2112/Spanish-and-Portuguese-America-in-178</a> <b><u>Outline Map of the 13 Colonies</u></b> <a href="http://www.eduplace.com/ss/maps/pdf/colonies.pdf">www.eduplace.com/ss/maps/pdf/colonies.pdf</a> <b>Primary Sources:</b> <u>San Esteban Rey, Acoma Pueblo, New Mexico</u> <a href="http://college.hmco.com/finder/history_preview.do?scope=1&amp;id=28542">http://college.hmco.com/finder/history_preview.do?scope=1&amp;id=28542</a>
	Summarize social characteristics: New England, Middle Colonies, and Southern Colonies		
	Summarize political characteristics: New England, Middle Colonies, and Southern Colonies		
	Summarize economic characteristics: New England Middle Colonies, and Southern Colonies		
Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.			
<b>Creating a New Nation</b>			
	USHC-2.1 Summarize the early development of Representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors.	3 Days	Maps: Northern Campaigns Revolutionary War in Northern States (interactive) War in the Lower South (interact.) <a href="http://www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch03.html#">www.wadsworth.com/history_d/special_features/ext/am_hist/AmerHis-ch03.html#</a> (Select maps /title) [Use for a quick review] Primary Sources: <u>The Mayflower Compact</u> Timeline of History of Representative Government in Colonial America (Primary Documents) <a href="http://www.historyplace.com/unitedstates/revolution/rev-early.htm">www.historyplace.com/unitedstates/revolution/rev-early.htm</a>
	USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large.	1 Day	<b>Revolutionary Political Cartoons</b> <a href="http://historymatters.gmu.edu/d/6764/">http://historymatters.gmu.edu/d/6764/</a> <b>Declaration of Independence</b> <a href="http://www.usconstitution.net/declar.html">www.usconstitution.net/declar.html</a> <b>John Brown's Declaration of Independence</b> <a href="http://www.digitalhistory.uh.edu/learning_history/brown/planning3.cfm">www.digitalhistory.uh.edu/learning_history/brown/planning3.cfm</a>
	USHC-2.3 Explain the development and effectiveness of the Articles of Confederation.	2 Days	Primary Source Documents: <i>the Articles of Confederation and Perpetual Union, the Northwest Ordinance, and The Harrison Land Act, May 10, 1800</i> ; and maps; <b>Articles of Confederation PowerPoint</b> (Select slides aligned to Support Document) <a href="http://teachingwithpowerpoint.com/The_Constitution.html">http://teachingwithpowerpoint.com/The_Constitution.html</a>
	USHC-2.4 Summarize the creation of a new national government, including the new state constitutions, the country's economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution.	1 Day	<a href="http://presspubs.uchicago.edu/founders/print_documents/v1ch8s7.html">Virginia Plan</a> <a href="http://presspubs.uchicago.edu/founders/print_documents/v1ch8s7.html">http://presspubs.uchicago.edu/founders/print_documents/v1ch8s7.html</a> <a href="http://presspubs.uchicago.edu/founders/print_documents/v1ch8s9.html">New Jersey Plan</a> <a href="http://presspubs.uchicago.edu/founders/print_documents/v1ch8s9.html">http://presspubs.uchicago.edu/founders/print_documents/v1ch8s9.html</a> <b>The First State Constitutions Article and Questions</b> <a href="http://www.teachtci.com/resources/ha/usi/topic06.aspx">www.teachtci.com/resources/ha/usi/topic06.aspx</a>
Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.			
<b>Creating a New Nation</b>			
	USHC-2.5 Analyze underlying political philosophies, the fundamental principles, and the purposes of the United States Constitution and the Bill of Rights, including the ideas behind The separation of powers and the system of checks and balances and the influence of the Magna Carta, the English Bill of Rights, and the colonial charters.	3 Days	<b>Foundations to the Constitution</b> (Primary Documents) <a href="http://www.crfusa.org/Foundation_docs/Foundation_home.html">www.crfusa.org/Foundation_docs/Foundation_home.html</a> <b>Interactive Constitution</b> <a href="http://www.constitutioncenter.org/constitution/">www.constitutioncenter.org/constitution/</a> Primary Source Documents: <i>The U.S. Constitution, The Two Treatises of Government</i> by John Locke, <i>The Laws of Nature and the Social Contract</i> by Thomas Hobbes, and <i>Trias Politia</i> by Baron de la Brède de Montesquieu, and <i>The Marbury v. Madison</i> Supreme Court ruling; <b>ETV Video:</b> <b>Marbury v. Madison</b> <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=7E253D3F-BBC9-4D6B-AEE8-31AFCD2D7FB">http://player.discoveryeducation.com/index.cfm?guidAssetId=7E253D3F-BBC9-4D6B-AEE8-31AFCD2D7FB</a>
	USHC-2.7 Summarize the origins and the evolution of the United States Supreme Court and the power it has today, including John Marshall's precedent-setting decisions such as that in <i>Marbury v. Madison</i>		

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<b>Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.</b>			
DATES TAUGHT			RESOURCES
<b>FIRST NINE WEEKS (CONTINUED)</b>			
	USHC-2.6 Compare differing economic and political views in the conflict between Thomas Jefferson and Alexander Hamilton that led to the emergence of the American two-party political system	2 Days	<p>Primary Source Documents: transcript of the <i>Louisiana Purchase</i>, Painting: General Washington Reviewing the Western Army at Fort Cumberland the 18<sup>th</sup> of October by Frederick Kemmelmeyer</p> <p><b>Views of Jefferson and Hamilton</b>  <a href="http://faculty.polytechnic.org/gfeldmeth/chart.feddr.pdf">http://faculty.polytechnic.org/gfeldmeth/chart.feddr.pdf</a></p>
<b>Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.</b>			
<b>The Westward Expansion</b>			
	USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character.	1 Days	<p>Indian Removal and Westward Expansion  <a href="http://www.bcps.org/offices/lis/models/indianremoval/index.html">http://www.bcps.org/offices/lis/models/indianremoval/index.html</a>            Mapping the West  <a href="http://www.edgate.com/lewisandclark/">www.edgate.com/lewisandclark/</a>            Transportation Transformed America: Railroad  <a href="http://americanhistory.si.edu/onthemove/">http://americanhistory.si.edu/onthemove/</a>            Documents: President A. Jackson's Address to Congress on Indian Removal, Dec 2, 1830, The Missouri Compromise, Mar 5-6, 1820, the Adams-Onis Treaty of 1819, and journal entries of Cherokees who marched the Trail of Tears</p>
	USHC-3.2 Explain how the Monroe Doctrine and the concept of manifest destiny affected United States' relationships with foreign powers, including the role of the Texas Revolution and the Mexican War.	1 Day	<p>The U.S. Mexican War  <a href="http://www.pbs.org/kera/usmexicanwar/index_flash.html">http://www.pbs.org/kera/usmexicanwar/index_flash.html</a> interactive            The Treaty of Guadalupe Hidlago  <a href="http://www.archives.gov/education/lessons/guadalupe-hidalgo/">http://www.archives.gov/education/lessons/guadalupe-hidalgo/</a>            Teaching with Documents: Anti-Railroad Propaganda and the Growth of Regionalism  <a href="http://www.archives.gov/education/lessons/anti-rail/">http://www.archives.gov/education/lessons/anti-rail/</a>            Primary Source Documents:            The Monroe Doctrine, John C. Calhoun's Theory of Nullification, articles from the Penny Press newspapers, literature influenced by the Second Great Awakening: Emerson, Poe, Hawthorne, or Whitman;</p>
	USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including .agriculture in the South, industry and ordinance in the North, and the development of new resources in the West.	1 Day	<p>Primary Source Documents: The Pacific Railroad Act of 1862, cotillion invitations, debutante needlework samplers, and homesteading ads and public announcements / contest flyers            ETV StreamlineSC  <a href="http://www.sctev.org/education/StreamLineSC">www.sctev.org/education/StreamLineSC</a>            Sectionalism and a Growing Nation  <a href="http://faculty.polytechnic.org/gfeldmeth/lec.sect.html">http://faculty.polytechnic.org/gfeldmeth/lec.sect.html</a>            The Ohio and Erie Canal Catalyst of Economic Development  <a href="http://www.nps.gov/history/NR/twhp/wwwlps/lessons/41ohio/41ohio.htm">www.nps.gov/history/NR/twhp/wwwlps/lessons/41ohio/41ohio.htm</a></p>
<b>Review and Administer District Fall Common Assessment</b>			
<b>USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.</b>			
<b>Second Nine Weeks</b>			
<b>Civil War and the Reconstruction Era</b>			
	USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.		<p>Seneca Falls Declaration of Sentiments  <a href="http://www.pinn.net/~sunshine/book-sum/seneca3.html">http://www.pinn.net/~sunshine/book-sum/seneca3.html</a></p>
	USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America.	3 Days	<p>The Slave Narratives  <a href="http://xroads.virginia.edu/~hyper/wpa/wpahome.html">http://xroads.virginia.edu/~hyper/wpa/wpahome.html</a>  <a href="http://memory.loc.gov/ammem/snhtml/snhome.html">http://memory.loc.gov/ammem/snhtml/snhome.html</a></p> <p>Primary Source Documents: The Compromise of 1850, replicated warned posters for run-away slaves, Daniel Webster's Speech on the preservation of the Union, July 17, 1850, Uncle Tom's Cabin, The Fugitive Slave Act, articles from Frank Leslie's Illustrated Newspaper, and excerpts from the Lincoln / Douglas Debate</p>

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<b>USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.</b>			
<b>DATES TAUGHT</b>			<b>RESOURCES</b>
<b>Second Nine Weeks (CONTINUED)</b>			
	<p>USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy.</p>	1 Day	<p>U.S. in 1860  <a href="http://www.learner.org/biographyofamerica/prog10/maps/index.html">http://www.learner.org/biographyofamerica/prog10/maps/index.html</a>            Vicksburg is the Key  <a href="http://www.nps.gov/archive/vick/maps/stratsit.htm">http://www.nps.gov/archive/vick/maps/stratsit.htm</a>            Sherman's March  <a href="http://www.learner.org/biographyofamerica/prog12/maps/index.html">http://www.learner.org/biographyofamerica/prog12/maps/index.html</a></p> <p><u>Primary Source Document:</u> <i>the Gettysburg Address</i>, confederate money, the <i>South Carolina Ordinance of Succession</i> (copies on sale at state museum), and the SC Ordinance of Succession flag, and the confederate flags.</p>
	<p>USHC-4.4 Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era.</p> <p>USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation.</p>	4 Days	<p><u>Kinetic activities:</u> maps, timelines, information webs, and Venn Diagrams</p> <p><u>Primary Source Documents:</u> The 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, excerpts from black codes (S.C. or GA.), the Wade-Davis Bill, Lincoln's obituary, maps of the military districts, patent drawings for these Reconstruction inventions: Alexander Ashbourne's biscuit cutter, Landrow Bell's smokestack, Lewis Howard Latimer's toilet, Thomas Elkins' refrigerator, or Thomas Martin's fire extinguisher, the Enforcement Acts, sharecropper contract, and replication of a worker's permit for an African American (black codes)</p> <p><u>Targeted Literacy Element:</u> H  <u>Literacy:</u> SSR, reflecting on my current Beliefs table, cause-effect organizer, generation pattern organizer, description pattern organizer, decision making model</p>
<b>Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.</b>			
<b>The American Industrial Revolution</b>			
	<p>USHC-5.1 Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.</p> <p>USHC-5.2 Summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.</p> <p>USHC-5.3 Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement.</p>	5 Days	<p><u>Kinetic activities:</u> timelines, invention graphic organizer, time frame table, flowcharts, Venn Diagrams, and vertical and horizontal integration flowcharts, and maps</p> <p><u>Primary Source Documents:</u> Adam Smith's <i>the Wealth of Nations</i>, <i>Brave and Bold</i> by Horatio Alger, Jr., <i>The Adventure of Tom Sawyer</i>, Mark Twain, transcripts of Wabash v. Illinois, and Mary Ellen Lease's speeches.</p> <p><u>Targeted Literacy Element:</u> G, K, M, and R  <u>Literacy:</u> SSR, checking for understanding table, concept pattern organizer, pictographs, generation pattern organizer, and breaking down the text</p>
	<p>USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest.</p>	2 Days	<p><u>Kinetic activities:</u> cause and effect tables, information webs, and Venn Diagrams  <u>Primary Source Documents:</u> Margaret Sanger Planned Parenthood pamphlets, Penny Savers ads, correspondence letters among African American families members living in the North / South</p> <p><u>Targeted Literacy Element:</u> E, G, J, and R  <u>Literacy:</u> SSR, learning curve, Process / cause/effect pattern organizer, voice falls, decision making model, and check for understanding inventory table</p>

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Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.			
DATES TAUGHT			RESOURCES
<b>Second Nine Weeks (CONTINUED)</b>			
	USHC-5.6 Explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines.	1 Day	<u>Kinetic activities:</u> summary tables, change and continuity graph, political cartoons, bar graph, and journaling <u>Primary Source Document:</u> , replications of immigration papers / passports or visas
	USHC-5.7 Compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington.	3 Days	<u>Kinetic activities:</u> exposition advanced organizer, Venn diagram, comparison tables, graphs, decision making model <u>Primary Source Documents:</u> Darwin's <i>On the Origin of Species by Means of Natural Selections</i> , <i>Speech: the Atlanta Compromise: B.T. Washington</i> , and <i>the Souls of Black Folk</i> by Du Bois <u>Targeted Literacy Element:</u> V <u>Literacy:</u> SSR, talking to the text
Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.			
<b>American Imperialism</b>			
	USHC-6.1 Analyze the development of American expansionism, including the change from isolationism to intervention, the rationales for imperialism based on Social Darwinism and expanding capitalism, and domestic tensions.	4 Days	<u>Kinetic activities:</u> before and after snapshots, linking past to present tables, political cartoons, maps, fact or fiction table, timelines, Venn diagram, and flowcharts  <u>Primary Source Documents:</u> poem: <i>the Whiteman's Burden</i> by Rudyard Kipling, political cartoons featuring Teddy Roosevelt, photos of the Spanish-American War or of the digging of the Panama Canal, the prototype drawing for the first military submarine, Apr 11, 1900, Design of the Ford Model T, the Farmer's Car Oct 1, 1908, and transcripts of the inquiry into the sinking of the RMS Titanic, Apr 19- May 25, 1912  <u>Targeted Literacy Element:</u> F, J, and V  <u>Literacy:</u> SSR, taking to the text, Checking for Understanding model, process / cause and effect organizer, narrative frame, and breaking down the text.
	USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States.		
	USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy."		
	USHC-6.4 Outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations.	2 Days	<u>Kinetic activities:</u> Timelines, maps, flowcharts, cause and effect graphs, M.A.I.N. organizer, and key term tables  <u>Primary Source Documents:</u> The Zimmermann Telegraph, Jan 9, 1917, deck plans or passenger regalia of the Lusitania,  Red Scare propaganda posters, U.S. Army and U.S. Navy recruitment posters, and photographs of World War I battles <u>Targeted Literacy Element:</u> B, D, K, and R  <u>Literacy:</u> SSR, time sequence pattern organizer, pictographs, concept pattern organizer, learning curves, invention graphic organizer, talking to the text, voice falls, breaking down the text
<b>Review and Administer District Winter Common Assessment</b>			

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Standard USHC-7: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.			
DATES TAUGHT			RESOURCES
<b>Third Nine Weeks</b>			
<b>The 1920s and the Great Depression</b>			
	<p>USHC-7.1 Explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life.</p> <p>USHC-7.2 Explain cultural responses to the period of economic boom-and-bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies</p> <p>USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.</p>	5 Days	<p><u>Kinetic activities:</u> cause and effect tables, maps, linking past to present charts, timelines, flowcharts, bar and pie graphs, and foldable</p> <p><u>Primary Source Documents:</u> Jazz recordings, the 19<sup>th</sup> Amendment, the National Prohibition Act, Jan 16, 1920, film: <i>the Birth of a Nation</i>, dance: the Charleston, and 1920s slang,</p> <p><u>Targeted Literacy Element:</u> G, H, K, L, N, O, and S</p> <p><u>Literacy:</u> SSR, expository advanced organizer, graphic advanced organizer, self-assessment organizer, decision making table, pictographs, process/ cause and effect pattern organizer, learning curve , and time sequence organizer</p>
	<p>USHC-7.4 Explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment.</p> <p>USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement.</p>	6 Days	<p><u>Kinetic activities:</u> cause and effect table, supply and demand curves, LRRR tables (the Federal Reserve 1929), and graphs</p> <p><u>Primary Source Documents:</u> Newspaper articles that focus on the Wall Street Crash of Oct 24, 1929 and the Social Security Act, Aug 14, 1935</p> <p><u>Targeted Literacy Element:</u> K and T</p> <p><u>Literacy:</u> SSR, Venn Diagrams, generation pattern organizer, reflecting on my current beliefs, checking for understanding, breaking down the text, and voice falls</p>
Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States’ foreign and domestic policies.			
<b>World War II and the Cold War</b>			
	<p>USHC-8.1 Analyze the United States’ decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States’ movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor.</p> <p>USHC-8.2 Summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles de Gaulle.</p> <p>USHC-8.3 Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans.</p>	6 Days	<p><u>Kinetic activities:</u> timeline, maps, bar graphs, pie graphs, foldables, linking past and present tables, Venn Diagrams, flowcharts, information webs, and political cartoons</p> <p><u>Primary Source Documents:</u> The Einstein-Szilárd Letter, Aug 2, 1939, Pearl Harbor: President FDR’s address to Congress, Dec 8, 1941, The Bombing of Hiroshima, Japan: Telegram from Secretary of War Henry Stimson to Harry Truman, Aug 6, 1945, The Surrender of Germany in WWII, May 7, 1945, The Surrender of Japan in WWII, Sept 2, 1945, The United Nations Charter, June 26, 1945, The Truman Doctrine, Mar 12, 1947, The Marshall Plan, Apr 3, 1948, and State Resolution 301: censure of Senate Joseph McCarthy, Dec 2, 1954</p> <p><u>Targeted Literacy Element:</u> B, E, H, and K</p> <p><u>Literacy:</u> SSR, talking to the text, breaking down the text, pictographs, generation pattern models, checking for understanding, voice falls, invention graphic organizer, process / cause and effect organizer, and time sequence organizer</p>

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<b>Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.</b>			
<b>DATES TAUGHT</b>			<b>RESOURCES</b>
<b>Third Nine Weeks (CONTINUED)</b>			
	<p>USHC-8.4 Summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials.</p> <p>USHC-8.5 Explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns.</p>	2 Days	
<b>Review and Administer District Spring Common Assessment</b>			
<b>USHC 9</b>	<b>The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.</b>		
<b>Fourth Nine Weeks</b>			
<b>The 1950s - Present</b>			
	<p>USHC-9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.</p> <p>USHC-9.2 Summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the "Red Scare" and McCarthyism; and the role of military alliances.</p> <p>USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p>	5 Days	<p><u>Kinetic activities:</u> Foldables, charts, graphs, spreadsheets, timelines, news articles, political cartoons, and Venn Diagrams</p> <p><u>Primary Source Documents:</u> Executive Order 10730: desegregation of Central High School, Sept 23, 1957, Supreme Court Ruling: Brown v Board of Education T, Kansas, magazine ads depicting women's role in conservation America, and television show from the 1950s</p> <p><u>Targeted Literacy Element:</u> D, E, G, I, J, K, L, M, N, O, P, R, and W</p> <p><u>Literacy:</u> SSR, expository advanced organizer, graphic advanced organizer, self assessment organizer, invention graphic organizer, pictographs, generation pattern organizer, episode pattern organizer, process / cause and effect organizer, description pattern organizer</p>
	<p>USHC-9.5 Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.</p> <p>USHC-9.3 Summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon.</p> <p>USHC-9.4 Compare the domestic and foreign policies of the period—including Kennedy's New Frontier, Johnson's Great Society, and Nixon's establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter.</p>	4 Days	<p><u>Kinetic activities:</u> maps, political cartoon, propaganda posters, supply demand curves, timelines, concept organizers, foldable, pie and bar graphs, and timelines</p> <p><u>Primary Source Documents:</u> the inaugural address of JFK, Jan 20, 1961, The Cuban missile Crisis: letter from Nikita Khrushchev to JFK, Oct 24, 1962, Assassination of JFK: the Warren Commission report, 1964, the plaque commemorating the first manned lunar landing, July 20, 1969, the Anti-Ballistic Missile Treaty, May 26, 1972, the Paris Peace Accords, Jan 27, 1973, The Watergate Scandal: the "Smoking Gun" tape, June 23, 1974, and The Camp David Accords, Sept 17, 1978</p> <p><u>Targeted Literacy Element:</u> E, I, and T</p> <p><u>Literacy:</u> SSR, graphic advanced organizer, concept organizer, process / cause and effect organizer, decision making organizer, checking for understanding organizer, analytic questioning table, and pictographs</p>

**UNITED STATES HISTORY AND THE CONSTITUTION  
INSTRUCITIONAL PACING GUIDE  
(DAYS BASED ON 90 MINUTES)**

Standard USHC-10: The student will demonstrate an understanding of developments in foreign policy and economics that have taken place in the United States since the fall of the Soviet Union and its satellite states in 1992.			
DATES TAUGHT			RESOURCES
<b>Fourth Nine Weeks</b>			
<b>The 1980s to the Present</b>			
	<p>USHC-10.1 Summarize key events in United States foreign policy from the end of the Reagan administration to the present, including changes to Middle East policy, the impact of United States involvement in the Persian Gulf, and the rise of global terrorism.</p> <p>USHC-10.2 Summarize key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.</p>	4 Days	<p><u>Kinetic activities:</u> political cartoons, timelines, foldables, Venn Diagrams, flowcharts, propaganda posters, slogans, and bar graphs</p> <p><u>Primary Source Documents:</u> the Missing Person Message Board, Sept 11, 2001, North American Free Trade Agreement, the Dominican Republic Central American Free Trade Agreement, testimonials: book: <i>Guatemala Never Again</i> by Archdiocese of Guatemala, Witness for Peace pamphlets, Pledge of Resistance petitions</p> <p><u>Targeted Literacy Element:</u> S and T</p> <p><u>Literacy:</u> SSR, Narrative advanced organizer, time sequence organizer, learning curves, description pattern organizer</p>
<b>End-of-Course Exam Review</b>			