



Mobile County Public School System
Division of Curriculum and Instruction
PACING GUIDE
Middle School
First Semester, SY 2016-2017
United States History: Industrial Revolution to the Present
 (1st Quarter: 42 days; 2nd Quarter: 43 days)

Grade
6

College and Career Ready Standards

The following CCRS will be demonstrated throughout the entire course.

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Week	COS#	Standards / Objectives	References	Dates	
				Taught	Tested
First Quarter					
Weeks 1-3 Aug 8-26	1.0 4.2 2.2	Introduction to Course Unit 1: The Industrial Age Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I. Identifying contributions of turn-of-the-century inventors. Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws.	Chapter 4 pgs. 110-133 Section 1 - The Second Industrial Revolution Inventors- pgs. 116-118 Henry Ford pgs. 132-133 Section 2 – Big Business Section 3 – Industrial Workers		



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		Unit 1: The Industrial Age	Primary Source CD: On the Goals of Trade Unions How Women are Treated		
Weeks 4-6 Aug 29-Sep 16	2.0 Describe reform movements and changing social conditions during the Progressive Era in the United States. 2.1 Relating countries of origin and experiences of new immigrants to life in the United States. Example: Ellis Island and Angel Island experience. 2.2 Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws. 2.4 Identifying social reforms of the Progressive movement, including efforts by Jane Addams, Clara Barton, and Julia Tutwiler. September 16: Constitution Day	Unit 2: Immigrants and Urban Life Describe reform movements and changing social conditions during the Progressive Era in the United States. 2.1 Relating countries of origin and experiences of new immigrants to life in the United States. Example: Ellis Island and Angel Island experience. 2.2 Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws. 2.4 Identifying social reforms of the Progressive movement, including efforts by Jane Addams, Clara Barton, and Julia Tutwiler. September 16: Constitution Day	Chapter 5 - pgs. 134 - 159 Section 1 - A New Wave of Immigration Ellis Island pgs. 156-157 Primary Sources CD: Immigrant Voices Section 2- The Growth of Cities Section 3- City Life Primary Sources CD: U.S. Child Labor The Modern City		
Weeks 7-9 Sep 19-Oct 7	2.0 Describe Reform movements and changing social conditions during the Progressive Era in the United States. 2.2 Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws. 2.3 Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the National Park System.	Unit 3: The Progressive Spirit of Reform Describe Reform movements and changing social conditions during the Progressive Era in the United States. 2.2 Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws. 2.3 Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the National Park System.	Chapter 6 – Pgs. 162 – 192 Section 1 - The Gilded Age and the Progressive Movement		



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	2.4 Identifying social reforms of the Progressive movement, including efforts by Jane Addams, Clara Barton, and Julia Tutwiler. 2.5 Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP). 2.6 Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States.	Section 2 - Reforming the Workplace Section 3 - The Rights of Women and Minorities Progressive Era Reforms Case Study pgs. 184-185 Section 4 - The Progressive Presidents			
Week	COS#	Standards / Objectives	References	Dates	
Second Quarter					
Weeks 10-12 Oct 10-28	1.0 Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I. 4.0 Identify cultural and economic developments in the United States from 1900 through the 1930s.	Unit 4: America as a World Power Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I. Identify cultural and economic developments in the United States from 1900 through the 1930s.	Chapter 7 – Pgs. 194 – 220 Section 1 - The U.S. Gains Overseas Territories Section 2 - The Spanish-American War Section 3 - The U.S. and Latin America		



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	<p>3.0 Identify causes and consequences of World War I and reasons for the United States' entry into the war.</p> <p>3.2 Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand.</p> <p>3.3 Analyzing technological advances of the World War I era for their impact on modern warfare.</p>	<p>Chapter 8 – Pgs. 222 – 255</p> <p>Section 1 - The Road to War</p>		
<p>Weeks 13-15 Oct 31-Nov 18</p>	<p>Unit 5: World War I</p> <p>3.0 Identify causes and consequences of World War I and reasons for the United States' entry into the war.</p> <p>3.1 Describing military and civilian roles in the United States during World War I.</p> <p>3.2 Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand.</p> <p>3.3 Analyzing technological advances of the World War I era for their impact on modern warfare.</p> <p>3.4 Locating on a map major countries involved in World War I and boundary changes after the war.</p> <p>3.5 Explaining the intensification of isolationism in the United States after World War I.</p> <p>3.6 Recognizing the strategic placement of military bases in Alabama.</p>	<p>Section 2 - Americans Prepare for War Alabama During World War I Case Study pgs. 236 – 237</p> <p>Section 3 - Americans in World War I</p> <p>Section 4 - Establishing Peace</p> <p>Map Skills (World War I Maps) Pgs. 240 and 246</p>		
<p>Weeks 16-18 Nov 28-Dec 16</p>	<p>Unit 6: The Roaring Twenties</p> <p>2.6 Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States.</p> <p>4.0 Identify cultural and economic developments in the United States from 1900 through the 1930s.</p> <p>4.1 Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age.</p>	<p>Chapter 9 Pgs. 258 – 288</p> <p>Section 1 – Boom Times</p>		



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	4.2 Identifying contributions of turn-of-the-century inventors. 4.3 Describing the emergence of the modern woman during the early 1900s. 4.4 Identifying notable persons of the early 1900s. 4.5 Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administration.	Section 2 - Life During the 1920s Section 3 - The Jazz Age Society During the 1920s Case Study		
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