

Grade/Course 7th Grade

Subject U.S. History II

Semester First

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
October	5	<p>2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward.</p> <p>Essential Questions How did people’s perceptions and use of the Great Plains change after the Civil War?</p> <p>How did people adapt to life in challenging environments?</p>	<p>Physical features and climate of the Great Plains</p> <ul style="list-style-type: none"> • Flatlands that rise gradually from east to west • Land eroded by wind and water • Low rainfall • Frequent dust storms <p>Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.</p> <p>Inventions and adaptations</p> <ul style="list-style-type: none"> • Barbed wire • Steel plows • Dry farming • Sod houses • Beef cattle raising • Wheat farming • Windmills • Railroads 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
October	5	<p>2b The student will use maps, globes, photographs, pictures, or tables for b) explaining relationships among natural resources, transportation, and industrial development after 1865.</p> <p>Essential Questions How did advances in transportation link resources, products, and markets?</p> <p>What are some examples of manufacturing areas that were located near centers of population?</p>	<p>Transportation resources</p> <ul style="list-style-type: none"> •Moving natural resources (e.g., copper, lead) to eastern factories •Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh) •Transporting finished products to national markets <p>Examples of manufacturing areas</p> <ul style="list-style-type: none"> •Textile industry: New England •Automobile industry: Detroit •Steel industry: Pittsburgh 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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August – Sept.	10 (Spiral) Start after Class Rules & Procedures	<p>2c The student will use maps, globes, photographs, pictures, or tables for c) locating the 50 states and the cities most significant to the historical development of the United States.</p> <p>Essential Questions What is one way of grouping the 50 states?</p> <p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</p>	<p>States grouped by region</p> <ul style="list-style-type: none"> <input type="checkbox"/> Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania <input type="checkbox"/> Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas <input type="checkbox"/> Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota <input type="checkbox"/> Southwest: Texas, Oklahoma, New Mexico, Arizona <input type="checkbox"/> Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho <input type="checkbox"/> Pacific: Washington, Oregon, California <input type="checkbox"/> Noncontiguous: Alaska, Hawaii <p>Cities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Northeast: New York, Boston, Pittsburgh, Philadelphia <input type="checkbox"/> Southeast: Washington, D.C., Atlanta, New Orleans <input type="checkbox"/> Midwest: Chicago, St. Louis, Detroit <input type="checkbox"/> Southwest: San Antonio, Santa Fe <input type="checkbox"/> Western (Rocky Mountains): Denver, Salt Lake City <input type="checkbox"/> Pacific: San Francisco, Los Angeles, Seattle <input type="checkbox"/> Noncontiguous: Juneau, Honolulu 	Work Sheets, Games, Maps	Quizzes Unit Test

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
September	5	<p>3a The student will demonstrate knowledge of the effects of Reconstruction on American life by a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.</p> <p>Essential Questions What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?</p>	<p>Basic provisions of the Amendments</p> <ul style="list-style-type: none"> <input type="checkbox"/> The 13th Amendment bans slavery in the United States and all of its territories. <input type="checkbox"/> The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law. <input type="checkbox"/> The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude. <p>These three amendments guarantee equal protection under the law for all citizens</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
September	5	<p>3b The student will demonstrate knowledge of the effects of Reconstruction on American life by b) describing the impact of Reconstruction policies on the South and North.</p> <p>Essential Questions</p> <p>What were the Reconstruction policies for the South?</p>	<p>Reconstruction policies and problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Southern military leaders could not hold office. <input type="checkbox"/> African Americans could hold public office. <input type="checkbox"/> African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement. <input type="checkbox"/> Northern soldiers supervised the South. <input type="checkbox"/> The Freedmen’s Bureau was established to aid former enslaved African Americans in the South. <input type="checkbox"/> Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction. <input type="checkbox"/> Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. <p>End of Reconstruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. <input type="checkbox"/> Federal troops were removed from the South. <input type="checkbox"/> Rights that African Americans had gained were lost through “Jim Crow” 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Sept	5	<p>3c c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.</p> <p>Essential Questions</p> <p>What were the lasting impacts of the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?</p>	<p>Abraham Lincoln</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconstruction plan calling for reconciliation <input type="checkbox"/> Preservation of the Union was more important than punishing the South <p>Robert E. Lee</p> <ul style="list-style-type: none"> <input type="checkbox"/> Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight <input type="checkbox"/> Became president of Washington College, which is now known as Washington and Lee University <p>Frederick Douglass</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fought for adoption of constitutional amendments that guaranteed voting rights <input type="checkbox"/> Was a powerful voice for human rights and civil liberties for all 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
October	5	4a identifying the reasons for westward expansion, including its impact on American Indians Essential Questions Why did westward expansion occur after the Civil War? How did the lives of American Indians change with western expansion?	Reasons for increase westward expansion <input type="checkbox"/> Opportunities for land ownership <input type="checkbox"/> Technological advances, including the Transcontinental Railroad <input type="checkbox"/> Possibility of obtaining wealth, created by the discovery of gold and silver <input type="checkbox"/> Desire for adventure <input type="checkbox"/> Desire for a new beginning for former enslaved African Americans Impact on American Indians <input type="checkbox"/> Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo) <input type="checkbox"/> Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé) <input type="checkbox"/> Reduced population through warfare and disease (Battle of Wounded Knee) <input type="checkbox"/> Assimilation attempts and lifestyle changes (e.g., reduction of buffalo population) <input type="checkbox"/> Reduced their homelands through treaties that were broken	Lectures, Notes, Discussions Presentations Ind. Activities Group Activities	Quizzes Unit Test

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Oct/Nov	5	<p>4b The student will demonstrate knowledge of how life changed after the Civil War by explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.</p> <p>Essential Questions Why did immigration increase? Why did cities grow and develop? What challenges faced Americans as a result of these social and technological changes? What challenges faced Americans as a result of these social and technological changes?</p>	<p>Reasons for the increase in immigration</p> <ul style="list-style-type: none"> • Hope for better opportunities • Desire for religious freedom • Escape from oppressive governments • Desire for adventure <p>Reasons why cities grew and developed</p> <ul style="list-style-type: none"> • Specialized industries, including steel (Pittsburgh) and meat packing (Chicago) • Immigration to America from other countries • Movement of Americans from rural to urban areas for job opportunities <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p>Efforts to solve immigration problems</p> <ul style="list-style-type: none"> • Settlement houses, such as Hull House founded by Jane Addams • Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing) <p>Discrimination against immigrants</p> <ul style="list-style-type: none"> • Chinese • Irish <p>Challenges faced by cities</p> <ul style="list-style-type: none"> • Tenements and ghettos <p>Political corruption (political machines)</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Sept/ Oct	5	<p>4c</p> <p>The student will demonstrate knowledge of how life changed after the Civil War by describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South.</p> <p>Essential Questions</p> <p>What is racial segregation? How were African Americans discriminated against? How did African Americans respond to discrimination and "Jim Crow"?</p>	<p>Racial segregation</p> <ul style="list-style-type: none"> Based upon race Directed primarily against African Americans, but other groups also were kept segregated American Indians were not considered citizens until 1924. <p>"Jim Crow" laws</p> <ul style="list-style-type: none"> Passed to discriminate against African Americans Made discrimination practices legal in many communities and states Were characterized by unequal opportunities in housing, work, education, and government <p>African American responses</p> <ul style="list-style-type: none"> Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation <p>W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
	5	<p>4d The student will demonstrate knowledge of how life changed after the Civil War by explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.</p> <p>Essential Questions What inventions created great change and industrial growth in the United States? What created the rise in big business? What factors caused the growth of industry? How did industrialization and the rise in big business influence life on American farms?</p>	<p>Inventions that contributed to great change and industrial growth</p> <ul style="list-style-type: none"> • Electric lighting and mechanical uses of electricity (Thomas Edison) • Telephone service (Alexander Graham Bell) <p>Reasons for the rise and prosperity of big business</p> <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads) • Advertising • Lower-cost production <p>Factors that resulted in growth of industry</p> <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force due to immigration • Inventions • Financial resources <p>Examples of big business</p> <ul style="list-style-type: none"> • Railroads • Oil • Steel <p>Postwar changes in farm and city life</p> <ul style="list-style-type: none"> • Mechanization (e.g., the reaper) reduced farm labor needs and increased production. 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

			<ul style="list-style-type: none"> Industrial development in cities created increased labor needs. <p>Industrialization provided new access to consumer goods (e.g., mail order).</p>		
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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Nov	5	<p>4e how life changed after the Civil War by describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p> <p>Essential Questions</p> <p>How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p>	<p>Negative effects of industrialization</p> <ul style="list-style-type: none"> Child labor Low wages, long hours Unsafe working conditions <p>Rise of organized labor</p> <ul style="list-style-type: none"> Formation of unions: Growth of American Federation of Labor Strikes: Aftermath of Homestead Strike <p>Progressive Movement workplace reforms</p> <ul style="list-style-type: none"> Improved safety conditions Reduced work hours Placed restrictions on child labor <p>Women’s suffrage</p> <ul style="list-style-type: none"> Increased educational opportunities Attained voting rights <ul style="list-style-type: none"> Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America. Susan B. Anthony and Elizabeth Cady Stanton worked for women’s suffrage. <p>Temperance movement</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

Pacing at a Glance

			<ul style="list-style-type: none"> Composed of groups opposed to the making and consuming of alcohol Supported the 18th Amendment to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages 		
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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Dec.	5	<p>5a knowledge of the changing role of the United States from the late nineteenth century through World War I by explaining the reasons for and results of the Spanish American War.</p> <p>Essential Questions What were the reasons for the Spanish American War? What were the results of the Spanish American War?</p>	<p>Reasons for the Spanish American War</p> <ul style="list-style-type: none"> Protection of American business interests in Cuba American support of Cuban rebels to gain independence from Spain Rising tensions between Spain and the United States as a result of the sinking of the USS <i>Maine</i> in Havana Harbor Exaggerated news reports of events (yellow journalism) <p>Results of the Spanish American War</p> <ul style="list-style-type: none"> The United States emerged as a world power. Cuba gained independence from Spain. <p>The United States gained possession of the Philippines, Guam, and Puerto Rico.</p>	Lectures, Notes, Discussions Presentations Ind. Activities Group Activities	Quizzes Unit Test

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Dec.	5	<p>5b knowledge of the changing role of the United States from the late nineteenth century through World War I by describing Theodore Roosevelt's impact on the foreign policy of the United States.</p> <p>Essential Questions What were Theodore Roosevelt's foreign polices?</p> <p>What was Theodore Roosevelt's impact on the foreign policy of the United States</p>	<p>The Roosevelt Corollary to the Monroe Doctrine</p> <ul style="list-style-type: none"> asserted the United States' right to interfere in the economic matters of other nations in the Americas claimed the United States' right to exercise international police power <p>advocated Big Stick Diplomacy (building the Panama Canal).</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Dec.	5	<p>5c knowledge of the changing role of the United States from the late nineteenth century through World War I by explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.</p> <p>Essential Questions What were the reasons for the United States' becoming involved in World War I? Who were the Allies? Who were the Central Powers? In what ways did the United States provide international leadership at the conclusion of the war?</p>	<p>Reasons for United States involvement in World War I</p> <ul style="list-style-type: none"> • Inability to remain neutral • German submarine warfare: Sinking of the <i>Lusitania</i> • United States economic and political ties to Great Britain • The Zimmermann Telegram <p>Major Allied Powers</p> <ul style="list-style-type: none"> • British Empire • France • Russia • Serbia • Belgium • United States <p>Central Powers</p> <ul style="list-style-type: none"> • German Empire • Austro-Hungarian Empire • Bulgaria • Ottoman Empire <p>United States leadership as the war ended</p> <ul style="list-style-type: none"> • At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization. <p>The United States decided not to join the League of Nations because the United</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

			States Senate failed to ratify the Treaty of Versailles.		
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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Dec	5	<p>6a knowledge of the social, economic, and technological changes of the early twentieth century by explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.</p> <p>Essential Questions How was social and economic life in the early twentieth century different from that in the late nineteenth century?</p>	<p>Results of improved transportation brought about by affordable automobiles</p> <ul style="list-style-type: none"> • Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas <p>Invention of the airplane</p> <ul style="list-style-type: none"> • The Wright brothers <p>Use of the assembly line</p> <ul style="list-style-type: none"> • Henry Ford, automobile • Rise of mechanization <p>Communication changes</p> <ul style="list-style-type: none"> • Increased availability of telephones • Development of the radio and broadcast industry • Development of the movies <p>Ways electrification changed American life</p> <ul style="list-style-type: none"> • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

		What factors increased factory and labor productivity?	Improved communications		
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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Jan.	5	<p>6b demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by describing the social and economic changes that took place, including prohibition and the Great Migration north and west.</p> <p>Essential Questions What was prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early twentieth century?</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p>Results of prohibition</p> <ul style="list-style-type: none"> • Speakeasies were created as places for people to drink alcoholic beverages. • Bootleggers made and smuggled alcohol illegally and promoted organized crime. • Repealed by the 21st Amendment. <p>Great Migration north and west</p> <ul style="list-style-type: none"> • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • African Americans moved to cities in the North and Midwest in search of better employment opportunities. <p>African Americans also faced discrimination and violence in the North and Midwest.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Jan.	5	<p>6c demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.</p> <p>Essential Questions Who were the leaders in art, literature, and music during the 1920s and 1930s?</p> <p>What were the contributions of these leaders?</p> <p>How did the Harlem Renaissance influence American life?</p>	<p>Cultural climate of the 1920s and 1930s</p> <ul style="list-style-type: none"> • Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music <p>Harlem Renaissance African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> • Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer <p>The popularity of these artists spread beyond Harlem to the rest of society.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Jan	5	<p>6d demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.</p> <p>Essential Questions What were the causes of the Great Depression? How were the lives of Americans affected by the Great Depression? What were the major features of the New Deal?</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed. • The Federal Reserve failed to prevent the collapse of the banking system. • High tariffs discouraged international trade. <p>Impact on Americans</p> <ul style="list-style-type: none"> • A large number of banks and other businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers' incomes fell to low levels. <p>Major features of the New Deal</p> <ul style="list-style-type: none"> • Social Security • Federal work programs • Environmental improvement programs • Farm assistance programs <p>Increased rights for labor</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Jan/Feb	5	<p>7a demonstrate knowledge of the major causes and effects of American involvement in World War II by identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.</p> <p>Essential Questions How did post-World War I Europe set the stage for World War II? How did the rise of fascism affect world events following World War I? How did American policy toward events in Europe and Asia change over time?</p>	<p>Causes of World War II</p> <ul style="list-style-type: none"> • Political instability and economic devastation in Europe resulting from World War I: <ul style="list-style-type: none"> – Worldwide depression – High war debt owed by Germany – High inflation – Massive unemployment • Rise of Fascism: <ul style="list-style-type: none"> – Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized. – Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan). – These dictators led the countries that became known as the Axis Powers. <p>The Allies</p> <ul style="list-style-type: none"> • Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany. • Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union). 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

			<p>Gradual change in American policy from neutrality to direct involvement</p> <ul style="list-style-type: none"> • Isolationism (Great Depression, legacy of World War I) • Economic aid to Allies • Direct involvement in the war <p>War in the Pacific</p> <ul style="list-style-type: none"> • Rising tension developed between the United States and Japan because of Japanese aggression in East Asia. • On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning. • The United States declared war on Japan. Germany declared war on the United States. 		
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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Feb.	5	<p>7b demonstrate knowledge of the major causes and effects of American involvement in World War II by locating and describing the major events and turning points of the war in Europe and the Pacific.</p> <p>Essential Questions What were the major events and turning points of World War II? What was the Holocaust?</p>	<p>Major events and turning points of World War II</p> <ul style="list-style-type: none"> Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. Germany invaded France and captured Paris. Germany bombed London, and the Battle of Britain began. The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease). Japan bombed Pearl Harbor. After Japan bombed Pearl Harbor, Germany declared war on the United States. The United States declared war on Japan and Germany. The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific. Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe. American and other Allied troops landed in Normandy, France, on D- Day to begin the liberation of Western Europe. 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

			<ul style="list-style-type: none"> • The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II. <p>The Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitism • Aryan supremacy • Systematic attempt to rid Europe of all Jews • Tactics: <ul style="list-style-type: none"> – Boycott of Jewish stores – Threats – Segregation – Imprisonment and killing of Jews and others in concentration camps and death camps <p>Liberation by Allied forces of Jews and others who survived in concentration camps</p>		
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Feb	5	<p>7c demonstrate knowledge of the major causes and effects of American involvement in World War II by describing the impact of the war on the home front.</p> <p>Essential Questions How did Americans at home support the war effort? What effect did the war have on race relations in America?</p>	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p> <p>Americans at home supported the war by conserving and rationing resources.</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Feb	5	<p>8a demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.</p> <p>Essential Questions How did the United States help rebuild postwar Europe and Japan?</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.</p> <p>Rebuilding efforts</p> <ul style="list-style-type: none"> The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. <p>Establishment of the United Nations</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

			The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars		
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Grade/Course 7th Grade Subject U.S. History II Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
Feb/Mar	5	<p>8b demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by describing the conversion from a wartime to a peacetime economy.</p> <p>Essential Questions What contributed to the prosperity of Americans following World War II?</p>	<p>Reasons for rapid growth of the American economy following World War II</p> <ul style="list-style-type: none"> • With rationing of consumer goods over, businesses converted from production of war materials to consumer goods. • Americans purchased goods on credit. • The work force shifted back to men, and most women returned full time to family responsibilities. • Labor unions merged and became more powerful; workers gained new benefits and higher salaries. <p>As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
March	5	<p>8c demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.</p> <p>Essential Questions How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. • The Soviet Union’s domination over Eastern European countries • American policy of containment (to stop the spread of communism) • North Atlantic Treaty Organization (NATO) versus Warsaw Pact <p>Major conflicts in the post-World War II era</p> <ul style="list-style-type: none"> • South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. • The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

		<p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p>	<p>removed the missiles in response to a U.S. blockade of Cuba.</p> <ul style="list-style-type: none"> • The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew. <p>Collapse of communism in Europe</p> <ul style="list-style-type: none"> • Breakup of the Soviet Union into independent countries • Destruction of the Berlin Wall <p>New challenges</p> <ul style="list-style-type: none"> • Role of United States military intervention • Environmental challenges <p>Global issues, including trade, jobs, diseases, energy</p>		
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Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
March	5	<p>8d demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.</p> <p>Essential Questions</p> <p>What factors led to changing patterns of society in the post-World War II era?</p> <p>What policies and programs expanded educational and employment opportunities for the military, women, and minorities?</p>	<p>Factors leading to changing patterns in United States society</p> <ul style="list-style-type: none"> • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education • The "Baby Boom," which led to changing demographics • Interstate highway system • Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home) • Role of Eleanor Roosevelt in expanding human rights • African Americans' aspirations for equal opportunities <p>Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> • G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. • Truman desegregated the armed forces. <p>Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
March	5	<p>8e demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by describing how international trade and globalization have impacted American life.</p> <p>Essential Questions</p> <p>How has globalization impacted American life?</p>	<p>Globalization is the linking of nations through trade, information, technologies, and communication.</p> <p>Globalization involves increased integration of different societies.</p> <p>Impact of globalization on American life</p> <ul style="list-style-type: none"> • Improvement of all communications (e.g., travel, telecommunications, Internet) • Availability of a wide variety of foreign-made goods and services <p>Outsourcing of jobs</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
March/April	5	<p>9a demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty- first centuries by examining the Civil Rights Movement and the changing role of women.</p> <p>Essential Questions What were some effects of segregation on American society? How did the African American struggle for equality become a mass movement? How did the law support the struggle for equality for African Americans? How were women disadvantaged in the workplace? What actions were taken to improve conditions for women?</p>	<p>Some effects of segregation</p> <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races <p>Civil Rights Movement</p> <ul style="list-style-type: none"> • Opposition to <i>Plessy v. Ferguson</i>: "Separate but equal" • <i>Brown v. Board of Education</i>: Desegregation of schools • Martin Luther King, Jr.: Passive resistance against segregated facilities; "I have a dream..." speech • Rosa Parks: Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP) • Civil Rights Act of 1964 • Voting Rights Act of 1965 <p>Changing role of women</p> <ul style="list-style-type: none"> • Workplace disadvantages: <ul style="list-style-type: none"> – Discrimination against women in hiring practices 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

			<ul style="list-style-type: none">- Lower wages for women than for men doing the same job• Improved conditions:<ul style="list-style-type: none">- National Organization for Women (NOW)- Federal legislation to force colleges to give women equal athletic opportunities <p>The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.</p>		
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Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
April	5	<p>9b demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty- first centuries by describing the development of new technologies in communication, entertainment, and business and their impact on American life.</p> <p>Essential Questions Which industries benefited the most from the new technologies?</p> <p>What impact did new technologies have on American life?</p> <p>How have new technologies in communication, entertainment, and business affected American life?</p>	<p>Industries benefiting from new technologies</p> <ul style="list-style-type: none"> • Airline industry (jet engine) • Automobile industry and interstate highway system • Entertainment and news media industries • Exploration of space • Computer industry • Satellite systems, telecommunications (pagers, cell phones, television) • Internet <p>Impact of new technologies on American life</p> <ul style="list-style-type: none"> • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country. <p>Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Test</p>

			programming, Internet services, and computer games		
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Grade/Course 7th Grade Subject U.S. History II Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
April	5	<p>9c demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty- first centuries by identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.</p> <p>Essential Questions How have representative citizens influenced America scientifically, culturally, academically, and economically?</p>	<p>Science</p> <ul style="list-style-type: none"> • Charles Drew: Medicine (plasma) • J. Robert Oppenheimer: Physics (Manhattan Project team) <p>Culture</p> <ul style="list-style-type: none"> • Frank Lloyd Wright: Architecture • Martha Graham: Dance <p>Academics</p> <ul style="list-style-type: none"> • Henry Louis Gates: History • Maya Angelou: Literature <p>Economics</p> <ul style="list-style-type: none"> • Bill Gates: Computer technology (Microsoft) • Ray Kroc: Franchising (McDonald’s) 	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

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Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
May	5	<p>9d demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty- first centuries by examining American foreign policy, immigration, the global environment, and other emerging issues.</p> <p>Essential Questions</p> <p>How have American foreign policy, immigration policies, energy policies, and environmental policies affected people both in the United States and in other countries?</p>	<p>Foreign policy</p> <ul style="list-style-type: none"> • Increase in terrorist activities • Conflicts in the Middle East • Changing relationships with nations <p>Immigration</p> <ul style="list-style-type: none"> • Changing immigration patterns (e.g., Hispanic Americans, Asian Americans) • More people want to immigrate to the United States than are allowed by law. <p>Global environment</p> <ul style="list-style-type: none"> • Policies to protect the environment • Global climate change • Conservation of water and other natural resources <p>Other issues</p> <ul style="list-style-type: none"> • Energy issues (dependence on foreign oil) <p>World health issues (global pandemics)</p>	<p>Lectures, Notes, Discussions Presentations Ind. Activities Group Activities</p>	<p>Quizzes Unit Tests</p>

Grade/Course 7th Grade

Subject U.S. History II

Semester Second

Month	# Days	SOL	Essential Knowledge (incl. vocabulary)	Learning Activities	Assessment
May	15	Review of all SOLs	2b through 9d	Review Activities	End of Year Assessment

Notes:

- For the purpose of this schedule most individual strands are shown as being covered in one week,
- This was done knowing that some will be covered in less than a week while others will take longer.
- The calendar portion will attempt to be more specific as to the time needed for each strand and unit.
- The Course Organizer is integral to the Pacing Guide since it defines the agreed upon course structure.
- Unit Tests have been created based upon the units as defined in the Course Organizer.
- 2c (Regions in the U.S.) is taught as a unit. Material in this unit spirals throughout the year. Other non-tested geography concepts should be incorporated.

Grade/Course U.S. History II

1st Six Weeks (suggested sequence; 27 days)

August		Note: Division Pretest will be given during 1st Six Weeks – Date to be determined	Rules & Procedures	Rules & Procedures
Week 1 2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities
Week 2 No School (Labor Day)	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities	2c – 50 States, Regions & Key Cities
5th Labor Day	Week 3 Unit 1 Test	Begin Unit 2 3a – Reconstruction & Effects of 13 th , 14 th & 15 th Amendments	3a – Reconstruction & Effects of 13 th , 14 th & 15 th Amendments	3a – Reconstruction & Effects of 13 th , 14 th & 15 th Amendments
Week 4 3a – Reconstruction & Effects of 13 th , 14 th & 15 th Amendments	3a – Reconstruction & Effects of 13 th , 14 th & 15 th Amendments	3b – Impact of Reconstruction on North & South	3b – Impact of Reconstruction on North & South	3b – Impact of Reconstruction on North & South
Week 5 3b – Impact of Reconstruction on North & South	3b – Impact of Reconstruction on North & South	3c – Lincoln, Lee & Douglass	3c – Lincoln, Lee & Douglass	3c – Lincoln, Lee & Douglass

Grade/Course U.S. History II**2nd Six Weeks (suggested sequence; 26 days)**

Week 6 3c – Lincoln, Lee & Douglass	End of 1st 6 Weeks 3c – Lincoln, Lee & Douglass	4c – Segregation & Jim Crow	4c – Segregation & Jim Crow	4c – Segregation & Jim Crow
Week 7 4c – Segregation & Jim Crow	4c – Segregation & Jim Crow	Unit 2 Test	2a – life on the Great Plains & how people adapted	2a – life on the Great Plains & how people adapted
Week 8 2a – life on the Great Plains & how people adapted	2a – life on the Great Plains & how people adapted	2a – life on the Great Plains & how people adapted	4a – why we moved west & impact on Indians	4a – why we moved west & impact on Indians
Week 9 4a – why we moved west & impact on Indians	4a – why we moved west & impact on Indians	4a – why we moved west & impact on Indians	Unit 3 Test	2b – Transportation Advances & Key Manufacturing Cities
Week 10 2b – Transportation Advances & Key Manufacturing Cities	2b – Transportation Advances & Key Manufacturing Cities	2b – Transportation Advances & Key Manufacturing Cities	2b – Transportation Advances & Key Manufacturing Cities	4b – Immigration & the challenges it presented
Week 11 4b – Immigration & the challenges it presented	No School Election Day	End 2nd 6 Weeks 4b – Immigration & the challenges it presented	4b – Immigration & the challenges it presented	4b – Immigration & the challenges it presented

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3rd Six Weeks (suggested sequence; 29 days)

Week 12 4d – Big Business & Captains of Industry	4d – Big Business & Captains of Industry	4d – Big Business & Captains of Industry	4d – Big Business & Captains of Industry	4d – Big Business & Captains of Industry
Week 13 Unit 4 Test	4d – Big Business & Captains of Industry	4e – Effects of Industrialization & Progressive Movement	4e – Effects of Industrialization & Progressive Movement	4e – Effects of Industrialization & Progressive Movement
Week 14 4e – Effects of Industrialization & Progressive Movement	4e – Effects of Industrialization & Progressive Movement	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break
Week 15 6a – Technological Advances	6a – Technological Advances	6a – Technological Advances	6a – Technological Advances	Unit 5 Test
Week 16 5a – Spanish American War	5a – Spanish American War	5b – Roosevelt Corollary	5b – Roosevelt Corollary	Mid-Year Growth Test Date TBD
Week 17 5c – World War I	5c – World War I	5c – World War I	5c – World War I	3rd Six Weeks Ends Unit 6 Test

Grade/Course U.S. History II

4th Six Weeks (suggested sequence; 32 days)

Week 18	6b – Prohibition & Great Migration	6b – Prohibition & Great Migration	6b – Prohibition & Great Migration	6b – Prohibition & Great Migration
Week 19 6b – Prohibition & Great Migration	6c- Harlem Renaissance	6c- Harlem Renaissance	6c- Harlem Renaissance	16th 6c- Harlem Renaissance
Week 20 6c- Harlem Renaissance	6d – The Great Depression	6d – The Great Depression	6d – The Great Depression	6d – The Great Depression
Week 21 6d – The Great Depression	Unit 7 Test	7a – Causes of World War II	7a – Causes of World War II	7a – Causes of World War II
Week 22 7a – Causes of World War II	7a – Causes of World War II	7b – Major Events of World War II	7b – Major Events of World War II	7b – Major Events of World War II
Week 23 7b – Major Events of World War II	7b – Major Events of World War II	7c – How the war affected life on the home front	7c – How the war affected life on the home front	7c – How the war affected life on the home front

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5th Six Weeks (suggested sequence; 32 days)

Week 24 7c – How the war affected life on the home front	7c – How the war affected life on the home front	End of 4th Six Weeks (Estimated) Unit 8 Test	8a – Post War Rebuilding & Est. of the UN	8a – Post War Rebuilding & Est. of the UN
Week 25 8a – Post War Rebuilding & Est. of the UN	8a – Post War Rebuilding & Est. of the UN	8a – Post War Rebuilding & Est. of the UN	8b – Post Word War II American Growth	8b – Post Word War II American Growth
Week 26 8b – Post Word War II American Growth	8b – Post Word War II American Growth	8b – Post Word War II American Growth	8c – Cold War & Post World War II Conflicts	8c – Cold War & Post World War II Conflicts
Week 27 8c – Cold War & Post World War II Conflicts	8c – Cold War & Post World War II Conflicts	8c – Cold War & Post World War II Conflicts	8d – Post WW II to present changes in US	8d – Post WW II to present changes in US
Week 28 8d – Post WW II to present changes in US	8d – Post WW II to present changes in US	8d – Post WW II to present changes in US	Unit 9 Test	8e - Globalization
Week 29 8e – Globalization	8e - Globalization	8e - Globalization	8e - Globalization	9a Civil Rights Movement

Grade/Course U.S. History II

6th Six Weeks (suggested sequence; 34 days)

Week 30 Possible Snow Make Up	Possible Snow Make Up	Possible Snow Make Up	2nd Spring Break	3rd Spring Break
Week 31 Spring Break	9a Civil Rights Movement	9a Civil Rights Movement	9a Civil Rights Movement	9a Civil Rights Movement
Week 32 End of 5th Six Weeks (Estimated) 9b – New Technologies	9b – New Technologies	9b – New Technologies	9b – New Technologies	9b – New Technologies
Week 33 9c – Key Individuals	9c – Key Individuals	9c – Key Individuals	9c – Key Individuals	9c – Key Individuals
Week 34 9d – Global Challenges	9d – Global Challenges	9d – Global Challenges	9d – Global Challenges	9d – Global Challenges
Week 35 Year End Review	Year End Review	Year End Review	Year End Review	Year End Review

Grade/Course U.S. History II 6th Six Weeks (Continued)

Week 36 Year End Review	Year End Review	Year End Review	Year End Review	Year End Review
Week 37 Year End Review	Year End Review	Year End Review	Year End Review	Year End Review
Week 38 No School Memorial Day	26th	27th	28th	29th
Week 39 Last Day Early Dismissal				
			Division Benchmark Testing Date to be determined by Administration	