

NHS Social Studies Department

Pacing Guide ~ CP United States History II

Unit title	Pacing	Standards
<p>Unit I Imperialism, War & America’s Emergence as a World Power (1870- 1920)</p> <p><i>The Americans, Ch. 18, 19</i></p>	<p>8 weeks</p>	<p>History Content Standards Mass State Frameworks USII.6, USII.7, USII.10</p> <p>Common Core Literacy Standards R1: Cite specific textual evidence to support analysis of primary or secondary sources R-3: Analyze in detail a series of events described in a text. R-7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. R-9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event. R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W-2: Write informative/explanatory texts, including the narration of historical events.</p> <p>W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products. W-8: Gather relevant information from multiple authoritative print and digital sources, avoiding plagiarism and overreliance on any one source. W-9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Unit II Boom & Bust: America Between the World Wars (1920-1940)</p> <p><i>The Americans, Ch. 20, 21,22,23</i></p>	<p>7 weeks</p>	<p>History Content Standards Mass State Frameworks USII.10, USII.11, USII.12, USII.13, USII.14</p> <p>Common Core Literacy Standards R1: Cite specific textual evidence to support analysis of primary or secondary sources R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history\ R7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W1: Write thesis-based arguments focused on discipline-specific content W-2: Write informative/explanatory texts, including the</p>

		<p>narration of historical events. W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products. W7: Conduct short or more sustained research projects to answer a question or solve a problem & synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W10: Write routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
<p style="text-align: center;">Unit III The USA & World War II (1939-1945)</p> <p style="text-align: center;"><i>The Americans, Ch. 24,25</i></p>	<p style="text-align: center;">8 weeks</p>	<p>History Content Standards Mass State Frameworks USII.15, USII.16, USII.17</p> <p>Common Core Literacy Standards</p> <p>R1: Cite specific textual evidence to support analysis of primary or secondary sources R-3: Analyze in detail a series of events described in a text. R6: Compare the point of view of two or more authors & how they treat the same or similar topics R-7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W-2: Write informative/explanatory texts, including the narration of historical events. W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>W-8: Gather relevant information from multiple authoritative print and digital sources, avoiding plagiarism and overreliance on any one source. W-9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p style="text-align: center;">Unit IV The Early Cold War Era (1945-1961)</p> <p style="text-align: center;"><i>The Americans, Ch.26, 27,</i></p>	<p style="text-align: center;">4 weeks</p>	<p>History Content Standards Mass State Frameworks USII.18 - USII.24</p> <p>Common Core Literacy Standards</p> <p>R1: Cite specific textual evidence to support analysis of primary or secondary sources R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history\ R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W1: Write thesis-based arguments focused on discipline-specific content W-2: Write informative/explanatory texts, including the</p>

		<p>narration of historical events. W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products. W7: Conduct short or more sustained research projects to answer a question or solve a problem & synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p style="text-align: center;">Unit V Cultural Revolution & the New American Identity (1960-1980)</p> <p style="text-align: center;"><i>The Americans, Ch 28, 29, 30, 31, 32</i></p>	<p style="text-align: center;">7 weeks</p>	<p>History Content Standards Mass State Frameworks USII.25 - USII.28</p> <p>Common Core Literacy Standards</p> <p>R1: Cite specific textual evidence to support analysis of primary or secondary sources R6: Compare the point of view of two or more authors & how they treat the same or similar topics R-9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event. R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W-2: Write informative/explanatory texts, including the narration of historical events. W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products. W-9: Draw evidence from informational texts to support analysis, reflection, and research. W10: Write routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
<p style="text-align: center;">Unit VI Revival of Conservatism & the New Millennium (1980- the present)</p> <p style="text-align: center;"><i>The Americans, Ch.33,34</i></p>	<p style="text-align: center;">7 weeks</p>	<p>History Content Standards Mass State Frameworks USII.29 - USII.32</p> <p>Common Core Literacy Standards</p> <p>R1: Cite specific textual evidence to support analysis of primary or secondary sources R8: Assess the extent to which the reasoning and evidence in a text support the author's claims. R10: read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently</p> <p>W-2: Write informative/explanatory texts, including the narration of historical events. W-6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products. W-8: Gather relevant information from multiple authoritative print and digital sources, avoiding plagiarism and overreliance on any one source.</p>