

High School U.S. History



Prioritized Standards and Instructional Units 2024-2025

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

United States History

1877 - 1890	Industrialization, Urbanization and Expansion
1890 - 1929	Cultural Shifts, U.S. Emergence as a Global Power and Growing Prosperity
1929 - 1945	Great Depression through World War II
1945 - 1991	Post-War Prosperity, Cold War and Civil Rights
1991 - Present	Collapse of the Cold War Order and Modern Challenges

Unit 1: Gilded Age	Unit 2: Progressive Era	Unit 3: Imperialism/WWI	Unit 4: Great Depression/ New Deal	Unit 5: WWII
<p>HS.I.Q.2 HS.I.UE.1 HS.I.CC.2</p> <p>HS.I.Q.1 HS.UH.CH.1 HS.UH.CH.2 HS.UH.CH.3 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.1 HS.UH.CE.2 HS.UH.CE.3 HS.UH.CE.4 HS.UH.CE.5 HS.UH.CO.2 HS.C.PR.1 HS.C.PR.2 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3</p>	<p>HS.I.Q.2 HS.I.UE.1 HS.I.UE.2 HS.I.CC.3</p> <p>HS.I.Q.1 HS.UH.CH.1 HS.UH.CH.3 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.1 HS.UH.CE.3 HS.UH.CE.5 HS.E.MA.6 HS.I.UE.3 HS.I.CC.1 HS.I.CC.2</p>	<p>HS.I.Q.2 HS.I.UE.1 HS.I.CC.2</p> <p>HS.I.Q.1 HS.UH.CE.2 HS.UH.CE.3 HS.UH.CE.6 HS.UH.CO.3 HS.I.UE.2 HS.I.UE.3 HS.I.CC.1 HS.I.CC.3</p>	<p>HS.I.Q.1 HS.I.UE.2 HS.I.CC.1</p> <p>HS.I.Q.2 HS.UH.CH.3 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.3 HS.UH.CE.4 HS.E.MI.1 HS.E.MA.2 HS.E.MA.3 HS.E.MA.5 HS.E.MA.7 HS.I.UE.1 HS.I.UE.3 HS.I.CC.2 HS.I.CC.3</p>	<p>HS.I.Q.1 HS.I.UE.1 HS.I.UE.3 HS.I.CC.2</p> <p>HS.I.Q.2 HS.UH.CH.1 HS.UH.CH.2 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.2 HS.UH.CE.5 HS.UH.CE.6 HS.UH.CO.2 HS.UH.CO.3 HS.C.CP.2 HS.C.PR.4 HS.I.UE.2 HS.I.CC.1 HS.I.CC.3</p>

Unit 6: 50s & 60s	Unit 7: 70s & 80s	Unit 8: 90s - Present
<p> HS.I.Q.1 HS.I.UE.1 HS.I.UE.3 HS.I.CC.1 HS.I.CC.2 </p> <p> HS.I.Q.2 HS.UH.C.1 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.2 HS.UH.CE.5 HS.UH.CE.6 HS.UH.CO.4 HS.C.CP.4 HS.C.CP.1 HS.C.CU.2 HS.C.CU.3 HS.C.RR.1 HS.I.UE.2 HS.I.CC.3 </p>	<p> HS.I.Q.1 HS.I.UE.3 HS.I.CC.1 HS.I.CC.2 </p> <p> HS.I.Q.2 HS.UH.CH.1 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.4 HS.UH.CE.5 HS.UH.CE.6 HS.CE.CO.4 HS.E.MA.4 HS.UH.KH.1 HS.I.UE.1 HS.I.UE.2 HS.I.CC.2 </p>	<p> HS.I.Q.1 HS.I.UE.1 HS.I.UE.3 HS.I.CC.2 HS.I.CC.3 </p> <p> HS.I.Q.2 HS.UH.CH.1 HS.UH.CH.4 HS.UH.CH.5 HS.UH.CE.4 HS.UH.CE.5 HS.UH.CE.6 HS.UH.CO.5 HS.I.UE.2 HS.I.CC.1 </p>

Unit/Bundle 1: Gilded Age

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: Does development mean progress?
		Supporting Questions: <ul style="list-style-type: none"> ● What were the effects of the rise of industry on the United States and American workers? ● What conditions drove industrial growth at the turn of the century? ● What were the positive and negative effects of industrialization? ● What conflicts existed between big business and labor? ● How did workers' lives change during the Gilded Age? ● Did America fulfill the dreams of immigrants? ● Has immigration been the key to American success? What role did immigrants play in American progress? ● Were big business leaders “Captains of Industry” or “Robber barons?” ● What events impacted Native Americans during the late 19th Century?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Priority
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting

HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	Supporting
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.	Supporting
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	Supporting
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	Supporting
HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.	Supporting
HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	Supporting
HS.C.PR.2 Analyze the role of the three branches of government in the lawmaking process. Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	Supporting
HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of	Supporting

perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 2: Progressive Era

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: <i>What can we do about society's problems?</i>
		Supporting Questions: What were the major reform movements during the Progressive era? <ul style="list-style-type: none"> ● What major changes in politics took place during the Progressive era? ● What social, political, and environmental problems did Americans face at the turn of the 20th century? ● What were conditions like in the cities in the late 19th century? ● How did muckrakers bring attention to America's problems in the Progressive Era? ● What were the arguments in support of/in opposition to prohibition? ● What were the working conditions like for men, women, and children? ● What challenges did women face as they argued for suffrage? ● How did political machines shape and control politics in urban centers? ● How did Presidents Wilson, Roosevelt, and Taft promote progressive goals in national politics?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Priority
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting
HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal	Supporting

systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.	Supporting
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	Supporting
HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Priority

Unit/Bundle 3: Imperialism/WWI

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: <i>Was American expansion considered justified?</i>
		Supporting Questions: What were U.S. intervention abroad between 1890-1917? <ul style="list-style-type: none"> • Were U.S. interventions abroad between 1890 and 1917 motivated by realism or idealism? • How did the Treaty of Versailles impact U.S. policy after World War I? • What role did the press play in the outbreak of the Spanish-American War? • How did the annexation of Hawaii fuel the desire for additional expansion? • How did the influence of the U.S. on world affairs change as a result of WWI? • How did the United States use the Open Door Policy to gain a foothold in China? • Was the acquisition of the Panama Canal Zone an act of justifiable imperialism?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Supporting
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Priority
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	Supporting
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945	Supporting
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting
HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.	Supporting

<p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.</p>	<p>Supporting</p>
<p>Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Supporting</p>
<p>Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 4: Great Depression/New Deal

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: What is the government's responsibility to help the people?
		Supporting Questions: <ul style="list-style-type: none"> ● What social changes took place in the United States during the period 1929-1939? ● What was the government reaction to help people during the initial period of the Great Depression? ● How did Hoover and Roosevelt differ in how their government should resolve the Great Depression? ● Was the Great Depression inevitable? What was the economic climate that led to the Great Depression? ● What ideas defined the New Deal? ● What were the arguments against the New Deal? ● How did the government fundamentally change as a result of the Great Depression and the New Deal? ● Did the New Deal effectively end the Great Depression? ● Were the benefits of the New Deal equitably applied to all Americans? ● How did ordinary Americans endure the hardships of the Great Depression?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting

HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.	Supporting
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	Supporting
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting
HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.	Supporting
HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.	Supporting
HS.E.MA.5 Assess how interest rates influence borrowing and investing.	Supporting
HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.	Supporting
HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority

<p>HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Supporting</p>
<p>Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 5: WWII

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: How does war change America?
		Supporting Questions: Why was there another global conflict so soon after WWI? <ul style="list-style-type: none"> ● How did World War II change America? ● How did the influence of the US on world affairs change as a result of WWII? ● What stand did the United States government take on foreign policy during the 1930s? ● What kinds of opportunities and hardships did the war create for Americans at home? ● Why did the United States government view Japanese Americans as a threat during WWII? ● How did the Japanese attack on Pearl Harbor change American's views on their own involvement in the war? ● In what environment did the creation of the atomic bomb take place? ● What military strategies did the US and its allies pursue to defeat the Axis powers? ● How did the role and rights of minorities change during and after World War II? ● What was the U.S. reaction to the Holocaust?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting
HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	Supporting

HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	Supporting
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting
HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.	Supporting
HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.	Supporting
HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.	Supporting
HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -	Supporting

HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 6: 50s & 60s

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: Are freedom and equality the same thing?
		Supporting Questions: What led to the start of the Cold War? <ul style="list-style-type: none"> • How did the US and USSR become adversaries after WWII? • How did the U.S. government approach threats of communism? • How did President Kennedy handle the threat of nuclear missiles in Cuba? • How did the Space Race fit into the larger conflict between the US and USSR? • What were the effects of Mutually Assured Destruction? • Why did the US intervene in Korea? • How did the anxieties brought by the Cold War affect life in the US? • How did organizations of the Civil Rights Movement advance the ideals of liberty, equality, and opportunity for African-Americans? • What was post-war life like in America? • How well did laws, executive actions, and court cases protect civil rights of different groups? • What did the program of the Great Society do for Americans? • What role did civil disobedience play in the fight to achieve racial equality?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.UH.C.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the	Supporting

world from 1877-present	
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present	Supporting
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting
HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991	Supporting
HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.	Supporting
HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote the general welfare.	Supporting
HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.	Supporting
HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	Supporting
HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting

<p>HS (C, E, G, UH, WH) I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p>	<p>Priority</p>
<p>Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.</p>	<p>Priority</p>
<p>HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.</p>	<p>Supporting</p>

Unit/Bundle 7: 70s & 80s

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: What impacts the credibility of a nation?
		Supporting Questions: What events led to the United States withdrawal from Vietnam? <ul style="list-style-type: none"> ● What strategies did the U.S. use to contain communism? ● How did the protests of the 1970s influence culture and politics? ● How did the Watergate scandal impact the United States and the legacy of Richard Nixon? ● How did the economy of the 1970s affect the Carter administration? ● How did the debate between government secrecy and the public's right to know play out in the 70s and 80s? ● How did the Reagan Revolution impact the nation? ● What events led to the end of the Cold War?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic	Supporting

systems have attempted to address working conditions and income distributions from 1877-present.	
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting
HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present	Supporting
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting
HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.	Supporting
HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.	Supporting
HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history. -	Priority
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public	Priority

communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.

HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.

Supporting

Unit/Bundle 8: 90s-Present

Pacing Guide:

Semester Schools: 3-4 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: Where is the United States heading?
		Supporting Questions: What were America’s responsibilities after the Cold War? <ul style="list-style-type: none"> • What were the consequences of 911? • How has US engagement in the Middle East changed over time? • How well have foreign policy decisions met the challenges of the global age? • Can global terrorism be stopped? • Should a federal surplus be given back to the people in tax cuts or used to repay the government’s debts

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.	Supporting
HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.	Supporting
HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.	Supporting

HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.	Supporting
HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.	Supporting
HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.	Supporting
HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Priority

