



The instructional pace is suggested by the PWCS Office of Student Learning. Careful attention to the pacing of instruction ensures students are taught the required social studies curriculum with sufficient opportunity for studying the objectives in proportion to the emphasis given to those objectives on the Standards of Learning (SOL) Test. Units are in bold type followed by the standards taught in the unit. Color coding is used to show the relationship of instructional time suggested for a given unit in proportion to its weight or emphasis on the SOL Tests.

October 14; November 4,5 Inservice/Workday	January 27 Inservice/Workday	March 30 Inservice/Workday	April 13; June 15 Inservice/Workday
FIRST QUARTER (47)	SECOND QUARTER (43)	THIRD QUARTER (43)	FOURTH QUARTER (47)
<p>AUGUST 26- SEPTEMBER 6 Code of Behavior (If required by school, taught in context of Civics/citizenship)</p> <p>Introductory Historical Thinking Lessons Click here for introductory lessons</p> <p>(August 30- Sept. 2- Labor Day)</p>	<p>NOVEMBER 6- DECEMBER 20</p> <p>Industrialization 2b) Industrial Development After 1865 4b) Industrialization Reasons & Challenges 4c) Post-Reconstruction Segregation and Jim Crow 4d) Rise of Big Business & Life on Farms 4e) Impact of Progressive Movement</p> <p>(Nov. 11-Veterans' Day Holiday) (Nov. 27 – 29- Thanksgiving Break)</p>	<p>JANUARY 28 – JANUARY 31</p> <p>Changing Role of US Through WWI (CONTINUED) 5a) Reasons & Results of Spanish American War 5b) Roosevelt's Impact on Foreign Policy 5c) US in WWI</p>	<p>MARCH 31 – APRIL 17</p> <p>World War II (CONTINUED) 7a) Events Leading US into WWII 7b) Events & Turning Points of WWII 7c) WWII & the Homefront</p> <p>(April 6 – 10 – Spring Break)</p>
<p>SEPTEMBER 9- SEPTEMBER 27 Reconstruction 3a) Civil War Amendments and their Impact (emphasis on Civics and Economics) 3b) Impact of Reconstruction on South 3c) Legacies of Lincoln, Lee & Douglass 4c) Post-Reconstruction Segregation and Jim Crow</p> <p>(Sept. 17– Constitution Day)</p>	<p>JANUARY 6 – JANUARY 24</p> <p>Changing Role of US Through WWI 5a) Reasons & Results of Spanish American War 5b) Roosevelt's Impact on Foreign Policy 5c) US in WWI</p> <p>(Dec. 23-Jan 3– Winter Break) (Jan 20 – Dr. King's Birthday Holiday)</p>	<p>FEBRUARY 3 – MARCH 6</p> <p>Boom and Bust 6a) Technology Changes American Life 6b) Social and Economic Changes 6c) Arts in the 1920s & 1930s 6d) Causes/Impact of the Great Depression & New Deal</p> <p>(Feb. 17– Presidents' Day)</p>	<p>APRIL 20 – MAY 8</p> <p>Cold War Foreign Policy Post WWII 8a) Rebuilding after WWII 8c) Role of US in the Cold War</p>
<p>SEPTEMBER 30 – NOVEMBER 1</p> <p>Westward Movement 2c) Locating the 50 States and Important Cities 2a) Geographical Influences on Westward Movement 4a) Reasons for Westward Expansion</p> <p>Locating states and cities should be done in the context of westward movement- not simply as drill on states and cities.</p>		<p>MARCH 9 – MARCH 27</p> <p>World War II 7a) Events Leading US into WWII 7b) Events & Turning Points of WWII 7c) WWII & the Homefront</p>	<p>MAY 11 – MAY 29</p> <p>Cold War Domestic Economic and Social Transformation 8b) Conversion to Peacetime Economy 8d) Changing Patterns in Society 9a) Civil Rights Movement, ADA, and Changing role of women</p> <p>(May 25 – Memorial Day)</p>
			<p>JUNE 1 – JUNE 12</p> <p>Post WWII American Economic Issues 8e) Impact of International Trade on US 9b) Impact of New Technologies 9c) Influential Americans 9d) American Foreign Policy, Immigration, Global Environment, and Other Issues</p> <p>(June 12 - Last Day of School)</p>
<p>Skills (To be embedded throughout the units): a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history; b) analyzing and interpreting geographic information to determine patterns and trends in United States history; c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history; d) using evidence to draw conclusions and make generalizations; e) comparing and contrasting historical, cultural, and political perspectives in United States history; f) determining relationships with multiple causes or effects in United States history; g) explaining connections across time and place; h) using a decision-making model to identify costs and benefits of a specific choice made; i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; j) investigating and researching to develop products orally and in writing.</p>			

United States History 1865 to the Present Blueprint Summary Table

Reporting Categories		Length of Time Per Category	Number of Items	Percentage of Test	Standards
Reconstruction to Modern America	History	40 % of Test	7	17.5 %	USII.3b-c USII.4b-e
	Geography		7 out of 7*	17.5 %	USII.2a-c USII.4a
	Civics and Economics	14 weeks	2 out of 7*	5 %	USII.3a
Turmoil and Changes	History	32.5 % of Test	10	25 %	USII.5a-c USII.6b-c USII.7a-c
	Civics and Economics	12 weeks	3 out of 7*	7.5 %	USII.6a, d
United States since World War II	History	27.5 % of Test	9	22.5 %	USII.8a, c-d USII.9a-d
	Civics and Economics	9 weeks	2 out of 7*	5 %	USII.8b, e

*Approximations based on numbers of SOL bullets in each reporting category. This will vary from year to year.