# Prep U.S. History Cycle 1 Calendar 2021-2022

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| Monday | Tuesday | Wednesday / Thursday | Friday |

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| --- | --- | --- | --- |
| August 22 | 23 | 24/25 | 26 |
| Welcome to U.S. History! Review:1. Syllabus
2. Rules
3. Introductions
 | Unit 1: The Gilded AgeACES Introduction Teacher ACES Writing | Farmers, Miners, Ranchers | Closing the Frontier |
| 29 | 30 | 31/Sept. 1 | 2 |
| Industrialization | Major ACES – Closing the Frontier(8/24-25)Results of Big Business and Labor Unions | Technological InnovationsGilded Age Part 2 Immigrant Experience  | Issues During the Gilded Age |
| 5 | 6 | 7/8 | 9 |
| Labor Day | Problems, Beliefs and Solutions | Gilded Age Part 3 UrbanizationIndian Policies | Political Machines |
| 12 | 13 | 14/15  | 16 |
| Attempts at Reform |  | Unit 2 – Age of Expansionism and Reform. Populism /Muckrakers | Unit 1 TEST |
| 19 | 20 | 21/22 | 23 |
| Progressive Reforms | Progressive Leaders | Progressive Presidents | Progressive Presidents ContinuedReview for Test |
| 26 | 27 | 28/29 | 30 |
| Progressive President Roosevelt. | Taft and Wilson | Review And American Expansion | Progressives Major Quiz on the HUBSpanAm War |

Gilded Age Part 1

Part 1

Ⓡ USH.3B Analyze economic issues such as industrialization, the growth of
railroads, the growth of labor unions, farm issues, the cattle industry boom, the
growth of entrepreneurship, and the pros and cons of big business.
Ⓡ USH.12A Analyze the impact of physical and human geographic factors on
the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee
failure in New Orleans after Hurricane Katrina.
Ⓡ USH.13A Analyze the causes and effects of changing demographic patterns
resulting from migration within the United States, including western expansion,
rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.
Ⓡ USH.14A Identify the effects of population growth and distribution on the
physical environment.
Ⓢ USH.15A Describe how the economic impact of the Transcontinental
Railroad and the Homestead Act contributed to the close of the frontier in
the late 19th century.
Ⓡ USH.15B Describe the changing relationship between the federal
government and private business, including the growth of free enterprise, costs
and benefits of laissez‐faire, Sherman Antitrust Act, Interstate Commerce
Act, and Pure Food and Drug Act
Ⓢ USH.23A Evaluate the contributions of significant political and social leaders
in the United States such as Andrew Carnegie, Thurgood Marshall, Billy
Graham, Sandra Day O'Connor, and Hillary Clinton.
Ⓡ USH.26A Explain the effects of scientific discoveries and technological
innovations such as electric power, telephone and satellite communications,
petroleum‐based products, steel production, and computers on the economic
development of the United States.
USH.28A Analyze primary and secondary sources such as maps, graphs,
speeches, political cartoons, and artifacts to acquire information to answer
historical questions.
USH.28B Analyze information by applying absolute and relative chronology
through sequencing, categorizing, identifying cause‐and‐effect relationships,
comparing and contrasting, finding the main idea, summarizing, making
generalizations, making predictions, drawing inferences, and drawing
conclusions.
 USH.28E Identify bias and support with historical evidence a point of view on
a social studies issue or event.
 USH.29A Create written, oral, and visual presentations of social studies
information using effective communication skills, including proper citations and
avoiding plagiarism.
 USH.29B Use social studies terminology correctly.

Part 2: Gilded Age: Social/Cultural Issues
Ⓡ USH.3C Analyze social issues affecting women, minorities, children,
immigrants, and urbanization.
Ⓡ USH.6A Analyze causes and effects of events and social issues such as
immigration, Social Darwinism, the Scopes Trial, eugenics, race relations,
nativism, the Red Scare, Prohibition, and the changing role of women.
Ⓡ USH.13A Analyze the causes and effects of changing demographic patterns
resulting from migration within the United States, including western expansion,
rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.
Ⓡ USH.13B Analyze the causes and effects of changing demographic patterns
resulting from immigration to the United States.
Ⓡ USH.14A Identify the effects of population growth and distribution on the
physical environment.
Ⓢ USH.15C Explain how foreign policies affected economic issues such as the
Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and
immigration quotas.
 USH.28A Analyze primary and secondary sources such as maps, graphs,
speeches, political cartoons, and artifacts to acquire information to answer
historical questions.
 USH.29A Create written, oral, and visual presentations of social studies
information using effective communication skills, including proper citations and
avoiding plagiarism.
 USH.29B Use social studies terminology correctly.
 USH.30A Create a visual representation of historical information such as
thematic maps, graphs, and charts.

Part 3: Gilded Age: Political Issues
Ⓡ USH.3A Analyze political issues such as Indian policies, the growth of
political machines, and civil service reform.
Ⓡ USH.15B describe the changing relationship between the federal
government and private business, including the growth of free enterprise, costs
and benefits of laissez‐faire, Sherman Antitrust Act, Interstate Commerce
Act, and Pure Food and Drug Act.
Ⓢ USH.25B Describe the Americanization movement to assimilate immigrants
and American Indians into American culture.
 USH.28B analyze information by applying absolute and relative chronology
through sequencing, categorizing, identifying cause‐and‐effect relationships,
comparing and contrasting, finding the main idea, summarizing, making
generalizations, making predictions, drawing inferences, and drawing
conclusions.
 USH.29A Use a variety of both primary and secondary valid sources to
acquire information and to analyze and answer historical questions.
 USH.29B Use social studies terminology correctly.

Unit 2 Age of Expansion and Exploration

Part 1: Reform: Populism/Progressivism
Ⓡ USH.5A Analyze the impact of Progressive Era reforms, including initiative,
referendum, recall, and the passage of the 16th, 17th, 18th, and 19th
amendments.
Ⓢ USH.5B Evaluate the impact of muckrakers and reform leaders such as
Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B.
DuBois on American society.
Ⓢ USH.5C Analyze the impact of third parties, including the Populist and
Progressive parties.
Ⓢ USH.14B Identify the roles of governmental entities and private citizens in
managing the environment such as the establishment of the National Park
System, the Environmental Protection Agency (EPA), and the Endangered
Species Act.
Ⓡ USH.15B Describe the changing relationship between the federal
government and private business, including the growth of free enterprise, costs
and benefits of laissez‐faire, Sherman Antitrust Act, Interstate Commerce Act,
and Pure Food and Drug Act.
 USH.28A Analyze primary and secondary sources such as maps, graphs,
speeches, political cartoons, and artifacts to acquire information to answer
historical questions.
 USH.28B analyze information by applying absolute and relative chronology
through sequencing, categorizing, identifying cause‐and‐effect relationships,
comparing and contrasting, finding the main idea, summarizing, making
generalizations, making predictions, drawing inferences, and drawing
conclusions.
 USH.29B Use social studies terminology correctly.