

Rockingham County Public Schools

U.S. History Part II Pacing Guide (2015 SOLs) SEMESTER CLASS

First Nine Weeks

SOL USII.2: The student will use maps, globes, photographs, pictures, or tables for:

- a) explaining how physical features and climate influenced the movement of people westward.
- b) explaining relationships among natural resources, transportation, and industrial development after 1865.
- c) locating the 50 states and the cities most significant to the historical development of the United States.

SOL USII.3: 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.
- b) describing the impact of Reconstruction policies on the South and North.
- c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

SOL USII.4: The student will demonstrate knowledge of how life changed after the Civil War by

- a) identifying the reasons for westward expansion, including its impact on American Indians.
- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.
- c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.
- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.
- e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

SOL USII.5: The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

- a) explaining the reasons for and results of the Spanish American War.
- b) describing Theodore Roosevelt’s impact on the foreign policy of the United States.
- c) explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

SOL USII.6a, b: The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a) 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.
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west.

**SOL USII.1a-j addresses skills that should be taught throughout the year.*

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Second Nine Weeks

SOL USII.6c, d: The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:

- c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.
- d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

SOL USII.7: The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:

- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
- b) locating and describing the major events and turning points of the war in Europe and the Pacific.
- c) describing the impact of the war on the home front.

SOL USII.8: The student will 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:

- a) 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.
- b) describing the conversion from a wartime to a peacetime economy.
- c) 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.
- d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- e) describing how international trade and globalization have impacted American life.

SOL USII.9: The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by:

- a) examining the Civil Rights Movement and the changing role of women.
- b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.
- c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.
- d) examining American foreign policy, immigration, the global environment, and other emerging issues.

**SOL USII.1a-j addresses skills that should be taught throughout the year.*