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<th>United States History</th>
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<th>Description / Big Ideas</th>
<th>Essential Questions</th>
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| **Unit 1: Reconstruction and the West** | 9-11 days | • Continuity and Change (D2.His.2)  
• Constructing Arguments (D4.1)  
• Evolving Democracy  
• Culture | • Did the Union victory in the Civil War resolve the root causes of the War?  
• What were the difference between presidential and congressional reconstruction plans?  
• How were groups in the South impacted differently from Congressional Reconstruction?  
• Why did Reconstruction end?  
• Did Reconstruction create a "new South?"  
• What were the push and pull factors of westward expansion?  
• What role did the government have in encouraging westward settlement by various groups?  
• Did westward settlement and commercial development in the west improve the standard of living for all Americans? | Do the policies of the federal government extend social, political, and economic opportunities to all its citizens? | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| **Unit 2: Industrialization and Popular Movements** | 13-14 days | • Multiple Perspectives (D2.His.4)  
• Historical Causation (D2.His.14)  
• Constructing Explanations (D4.2)  
• Evolving Democracy  
• Economics  
• Culture | • How did the United States transform from a rural, agricultural society to an urban, industrialized nation?  
• What were the push and pull factors of immigration to the United States?  
• What was the effect of industrialization on the environment, migration, urbanization, mechanization, and monopolization?  
• Did industrialization improve the American standard of living?  
• Was the United States the "land of opportunity" promised to so many immigrants?  
• Did early labor unions succeed in improving working conditions in the United States?  
• How effective was the Populist movement in achieving its goals at the national level?  
• How and why did progressive address reforms at various levels of government?  
• In what ways did the suffrage movement exemplify progressive reform?  
• To what extent did presidents embrace and implement the goals of popular movements? | How successful are popular movements in addressing social, political, and economic problems? | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
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| Unit 3: Imperialism and WW I | 10-12 days | - Historical Contextualization (D2.His.1)  
- Historical Causation (D2.His.14)  
- Constructing Explanations (D4.1)  
- Economics  
- America and the World | - What motivated the United States to expand its spheres of influence at the turn of the 20th Century?  
- What were the causes and consequences of United States attempts to expand its sphere of influence?  
- What were the causes and consequences of the Spanish-American War?  
- Should the United States have annexed the Philippines?  
- What Foreign and Domestic factors led the United States to move from a position of neutrality to involvement in WWI?  
- What were the economic, social, and political effects of mobilization on the U.S.?  
- To what extent was the curbing of civil liberties during WWI justified?  
- How did foreign and domestic responses to the Paris Peace Conference impact its ratification by the U.S. Senate? | What is the driving force behind American foreign policy in the early 20th century? | County-created unit assessment which includes  
- SR questions – including stimulus-based questions.  
- Essay questions |

| Unit 4: The 1920s and 1930s | 12-14 days | - Continuity and Change (D2.His.2)  
- Multiple Perspectives (D2.His4)  
- Constructing Explanations (D4.2)  
- Evolving Democracy  
- Economics  
- Culture | - What was the impact of demobilization on American Society?  
- To what extent was the Harlem Renaissance as a social and political response to post-war conditions facing African Americans?  
- To what degree were the 1920s characterized by values conflicts and intolerance?  
- What were the causes and effects of post-war economic expansion and the impact on American society?  
- What were the causes and effects of the Great Depression?  
- How the Great Depression effect the social and economic status of various groups?  
- To what extent did the New Deal provide relief, recovery or reform in resolving the economic crisis for different groups? | What role do government institutions play in social and economic change? | County-created unit assessment which includes  
- SR questions – including stimulus-based questions.  
- Essay questions  
- Additional teacher-created writing assignment, project, performance task, or other major assignment. |
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| Unit 5: WW II and the Origins of the Cold War | 11-13 days | • Historical Contextualization (D2.His.1)  
• Historical Causation (D2.His.14)  
• Constructing Arguments (D4.1)  
• Evolving Democracy  
• Culture  
• America and the World | • How did the events between 1939 and 1941 lead the United States from isolationism to involvement in World War II?  
• How did mobilization for war affect various groups in the United States?  
• How did World War II affect the rights and liberties of various American citizens?  
• How did the Allied strategies for ending the war in the Europe and the Pacific differ?  
• How did the United States respond to the Holocaust?  
• How did demobilization affect different groups in the US?  
• How did postwar economic expansion impact American popular culture and counter-culture movements?  
• How did anti-communist policies and actions contribute to anxiety about communism within American society?  
• How did post World War II events, policies and actions lead to the Cold War? | Does American foreign policy support or challenge democratic values? | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| | 9-10 days | • Historical Contextualization (D2.His.1)  
• Multiple Perspectives (D2.His.4)  
• Constructing Explanations (D4.2)  
• Evolving Democracy  
• Culture  
• America and the World | • How effective were U.S. Cold War policies in Latin America, the Middle East and Asia?  
• How was the Vietnam War different from other US wars?  
• How successful were different groups, individuals, and institutions in advocating for African American civil rights?  
• How did Americans react to African American civil rights efforts?  
• How successful was the government in providing opportunities and advancement for Americans in the 50s and 60s? | What drives greater social change: domestic or foreign conditions? | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| Unit 6: Escalating Tensions | 9-10 days | • Continuity and Change (D2.His.2)  
• Historical Causation (D2.His.14)  
• Constructing Arguments (D4.1)  
• Evolving Democracy  
• Economics  
• Culture  
• US and the World | • How did the strategies of the African American Civil Rights Movement encourage activism 1960s and 1970s?  
• How did the events of the 1960s and 1970s affect the relationship between the government and the people?  
• How did the foreign policy of the 1970s impact the Cold War?  
• How did the economy of the 1970s affect various groups?  
• How successful was Reagan’s presidency in bringing about political, social and economic change?  
• How did Reagan’s foreign policy contribute to the end of the Cold War? | How is trust critical to maintaining the consent of the governed in a democracy? | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |

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# United States History Year at a Glance

## Pre-requisites: None

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| Unit 8: Trends of a New Century | 7-8 days | • Multiple Perspectives (D2.His.4)  
• Constructing Explanations (D4.2)  
• Evolving Democracy  
• Economics  
• Culture  
• US and the World | • What were the causes and consequences of the growth of partisan politics?  
• How did changing demographics and globalization impact the American economy and society?  
• How did the government respond to environmental crises and natural disasters?  
• How did the federal government respond to the rise of extremism and terrorism?  
• What were the causes and consequences of the Persian Gulf War? | What is the status of the "American Dream?" | County-created unit assessment which includes  
• SR questions – including stimulus-based questions.  
• Essay questions  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |

## Content and Skills Standards

### Thematic Content Standards

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| **Evolving Democracy** | ED-1 Evaluate citizens’ and institutions’ effectiveness in addressing problems at various levels (local, state, national, and/or international).  
ED-2 Analyze how popular movements, reform efforts, and activist groups have sought to change American society, laws, and institutions. |
| **Economics** | ECON-1 Analyze the consequences, both intended and unintended, of government policies to improve the United States economy.  
ECON-2 Explain how changes in capital, natural, and human resources affected economic growth, standards of living, and interactions between groups. |
| **Culture** | CUL-1 Compare the effects of traditional values and counter-culture movements on American life in an era.  
CUL-2 Analyze relationships among different groups, and how their experiences affected the larger American culture. |
| **America and the World** | WOR-1 Evaluate how economic globalization and the expanding use of resources contributed to conflict and cooperation within and among countries.  
WOR-2 Analyze the reasons for and results of U.S. international, economic, and military policies and/or actions. |

### Historical Thinking Skills (C3)

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<td>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</td>
</tr>
<tr>
<td><strong>Continuity and Change (D2.His.2)</strong></td>
<td>Analyze continuity and change in historical eras.</td>
</tr>
<tr>
<td><strong>Multiple Perspectives (D2.His.4)</strong></td>
<td>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</td>
</tr>
<tr>
<td><strong>Historical Causation (D2.His.14)</strong></td>
<td>Analyze multiple and complex and interrelated causes and effects of events in the past.</td>
</tr>
<tr>
<td><strong>Constructing Arguments (D4.1)</strong></td>
<td>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</td>
</tr>
<tr>
<td><strong>Constructing Explanations (D4.2)</strong></td>
<td>Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.</td>
</tr>
</tbody>
</table>