

United States History Year at a Glance

Pre-requisites: None

United States History	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Reconstruction and the West	9-11 days	<ul style="list-style-type: none"> • Continuity and Change (D2.His.2) • Constructing Arguments (D4.1) • Evolving Democracy • Culture 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Multiple Perspectives (D2.His.4) • Historical Causation (D2.His.14) • Constructing Explanations (D4.2) • Evolving Democracy • Economics • Culture 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • SR questions – including stimulus-based questions. • Essay questions Additional teacher-created writing assignment, project, performance task, or other major assignment.

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<p style="text-align: center;">Unit 3: Imperialism and WW I</p>	<p>10-12 days</p>	<ul style="list-style-type: none"> • Historical Contextualization (D2.His.1) • Historical Causation (D2.His.14) • Constructing Explanations (D4.1) • Economics • America and the World 	<ul style="list-style-type: none"> • 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? 	<p>What is the driving force behind American foreign policy in the early 20th century?</p>	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> • SR questions – including stimulus-based questions. • Essay questions <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
<p style="text-align: center;">Unit 4: The 1920s and 1930s</p>	<p>12-14 days</p>	<ul style="list-style-type: none"> • Continuity and Change (D2.His.2) • Multiple Perspectives (D2.His.4) • Constructing Explanations (D4.2) • Evolving Democracy • Economics • Culture 	<ul style="list-style-type: none"> • 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? 	<p>What role do government institutions play in social and economic change?</p>	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> • SR questions – including stimulus-based questions. • Essay questions <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>

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Unit 5: WW II and the Origins of the Cold War	11-13 days	<ul style="list-style-type: none"> ● Historical Contextualization (D2.His.1) ● Historical Causation (D2.His.14) ● Constructing Arguments (D4.1) ● Evolving Democracy ● Culture ● America and the World 	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Historical Contextualization (D2.His.1) ● Multiple Perspectives (D2.His.4) ● Constructing Explanations (D4.2) ● Evolving Democracy ● Culture ● America and the World 	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● SR questions – including stimulus-based questions. ● Essay questions Additional teacher-created writing assignment, project, performance task, or other major assignment.
Unit 7: Crisis of Confidence	9-10 days	<ul style="list-style-type: none"> ● Continuity and Change (D2.His.2) ● Historical Causation (D2.His.14) ● Constructing Arguments (D4.1) ● Evolving Democracy ● Economics ● Culture ● US and the World 	<ul style="list-style-type: none"> ● 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 bring 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 <ul style="list-style-type: none"> ● 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 8: Trends of a New Century	7-8 days	<ul style="list-style-type: none"> • Multiple Perspectives (D2.His.4) • Constructing Explanations (D4.2) • Evolving Democracy • Economics • Culture • US and the World 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	Description
<i>Evolving Democracy</i>	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.
<i>Economics</i>	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.
<i>Culture</i>	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.
<i>America and the World</i>	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)	Description
<i>Historical Contextualization (D2.His.1)</i>	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
<i>Continuity and Change (D2.His.2)</i>	Analyze continuity and change in historical eras.
<i>Multiple Perspectives (D2.His.4)</i>	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Historical Causation (D2.His.14)</i>	Analyze multiple and complex and interrelated causes and effects of events in the past.
<i>Constructing Arguments (D4.1)</i>	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<i>Constructing Explanations (D4.2)</i>	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