

## US History II

Month	Strands (include state core numbers)	Standards	Assessment
<b>Qtr. 1</b>			
<b>September</b>	<p><b>U.S. II Strand 1: INDUSTRIALIZATION</b></p> <p>The Industrial Revolution radically changed the daily lives of Americans. The immense industrial growth in the 19th century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that continue into contemporary times.</p>	<p><b>U.S. II Standard 1.1:</b></p> <p>Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.</p> <p><b>U.S. II Standard 1.2:</b></p> <p>Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.</p>	<p><b><u>Unit One: Western Expansion</u></b></p> <p><b>Formative Assessments for Unit One:</b></p> <p>Unit Quiz</p> <p>Manifest Destiny Primary Source Analysis</p> <p>Andrew Jackson speech to Congress on Indian Removal Primary Source Analysis</p> <p>Western Expansion Textbook Content Acquisition</p> <p>Letter Home synthesis activity</p> <p><b>Summative Assessments for Unit One:</b></p> <p>Unit Exam</p>
<b>October</b>	<p><b>U.S. II Strand 1: INDUSTRIALIZATION</b></p> <p>The Industrial Revolution radically changed the daily lives of Americans. The immense industrial growth in the 19th century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that</p>	<p><b>U.S. II Standard 1.3:</b></p> <p>Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.</p> <p><b>U.S. II Standard 1.4:</b></p> <p>Students will use historical evidence to compare how industrial capitalist leaders</p>	<p><b><u>Unit Two: The Industrial Revolution, Immigration and Urbanization</u></b></p> <p><b>Formative Assessments for Unit Two:</b></p> <p>Unit Quiz</p> <p>Harriett Robinson Mill Girl Document</p>

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	continue into contemporary times.	used entrepreneurship, free markets, and strategies to build their businesses.	<p><i>Where Are You From:</i> Personal Immigration research and presentation</p> <p>Textbook: content acquisition and analysis</p> <p><b>Summative Assessments for Unit Two:</b></p> <p>Unit Exam</p>
<b>Qtr. 2</b>			
<b>November</b>	<p><b>U.S. II Strand 2: REFORM MOVEMENTS (Ca. 1880–1920)</b></p> <p>Industrialization and urbanization changed American society in fundamental ways. Reform movements grew in response to these new realities. Urban settings made it easier for people to organize reform movements and recruit new members. The women’s suffrage movement, the Progressive movement, the rise of the temperance movement, and the growth of a number of additional labor, health, and educational reform movements developed as individuals and groups worked to solve society’s new challenges.</p>	<p><b>U.S. II Standard 2.1:</b></p> <p>Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.</p> <p><b>U.S. II Standard 2.2:</b></p> <p>Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.</p> <p><b>U.S. II Standard 2.3:</b></p> <p>Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, ballot initiatives, recalls, and referendums.</p> <p><b>U.S. II Standard 2.4:</b></p> <p>Students will evaluate the short- and long-term accomplishments and effectiveness of social,</p>	<p><b><u>Unit Three: Progressivism</u></b></p> <p><b>Formative Assessments for Unit Three:</b></p> <p>The Jungle and Fast Food Nation Primary Source Comparison: “Then and Now”</p> <p>Sanitation and Privies Primary Source Document</p> <p>Photojournalism- photo for social justice and class presentation</p> <p>Suffragette Political Cartoon analysis “For and Against”</p> <p>Textbook Content Analysis and Acquisition</p> <p><b>Summative Assessments for Unit Three:</b></p> <p>Unit Exam</p>

		economic, and political reform movements.	
<i>December and January</i>	<p><b>U.S. II Strand 3: AMERICA ON THE GLOBAL STAGE</b> <b>(Ca. 1890–1920)</b></p> <p>By the end of the 19th century, global and domestic events led the U.S. to reconsider the advantages of isolation versus intervention in world affairs. The U.S. increased its role in the world and became enmeshed in global conflicts. Decisions related to isolationism and interventionism continue to be made today.</p>	<p><b>U.S. II Standard 3.2:</b></p> <p>Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I.</p> <p><b>U.S. II Standard 3.3:</b></p> <p>Students will evaluate the positive and negative impacts of imperialism on the U.S. and the U.S. territorial interests, such as the Philippines, Cuba, Guam, Hawaii, Panama, and Puerto Rico.</p> <p><b>U.S. II Standard 3.4:</b></p> <p>Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish flu</p>	<p><b><u>Unit Four: Imperialism and WWI</u></b></p> <p><b>Formative Assessments:</b></p> <p>Unit Quiz</p> <p>Map Activity</p> <p>Weapons of WWI group experience</p> <p>Trench Warfare Activity</p> <p>Fritz Haber Development of Chemical Weapons</p> <p>Spanish Flu Nearpod</p> <p>Textbook Content Analysis and Acquisition</p> <p><b>Assessments for Unit One:</b></p> <p>Unit Exam</p>
	<p><b>Strand 4: TRADITIONS AND SOCIAL CHANGE</b> <b>(Ca. 1920–1970)</b></p> <p>Traditions and cultural norms help bind people and nations together; sometimes, those holding fast to traditions find themselves in tension with</p>	<p><b>U.S. II Standard 4.1:</b></p> <p>Students will develop and defend an interpretation of why cultural clashes occurred in the 1920s, citing examples such as science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, and nativism vs. immigration.</p>	<p><b><u>Unit Five: The Roaring 20's</u></b></p> <p><b>Formative Assessments for Unit Five:</b></p> <p>Unit Quiz</p> <p>FlapperHead Visual Project</p>

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	<p>others who push for reform. The 20th century was a time when these tensions were evident in many aspects of American culture, including the changes in social mores in the “roaring ‘20s” and the subsequent emergence and ascendancy of social change and civil rights movements. Various counter-cultural movements have similarly questioned traditional values and governmental policies. Balancing tradition and reform continues to challenge Americans into the 21st century</p>	<p><b>U.S. II Standard 4.2:</b> Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.</p>	<p>Silent Movie Synthesis Creative Project</p> <p>Harlem Poetry</p> <p>Textbook Content Analysis</p> <p><b>Summative Assessments for Unit Five:</b></p> <p>Unit Exam</p>
<b>Qtr. 3</b>			
<p><i>January and February</i></p>	<p><b>Strand 5: ECONOMIC BOOM, BUST, AND THE ROLE OF THE GOVERNMENT (Ca. 1920–1940)</b></p> <p>Economic cycles of expansion and contraction have had a profound impact on the lives of Americans. There have been a number of economic crises throughout U.S. history, but the Great Depression and the New Deal have had the most significant impact on redefining the role of the government in economic and social policy. The arguments for and against intervention continue to reverberate to the current day</p>	<p><b>U.S. II Standard 5.1:</b> Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation helped lead to the boom of the 1920s and then the Great Depression.</p> <p><b>U.S. II Standard 5.2:</b> Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.</p> <p><b>U.S. II Standard 5.3:</b> Students will explain how economic and environmental conditions, including the Dust Bowl, affected daily life and</p>	<p><b><u>Unit Six: The Great Depression and The New Deal</u></b></p> <p><b>Formative Assessments for Unit Six:</b></p> <p>Unit Quiz</p> <p>Income Inequality Newsela Article Analysis</p> <p>The Great Depression and New Deal Document Based Question (DBQ)</p> <p>The Dustbowl Documentary</p> <p>Hobo Experience Travel, Symbols</p> <p>Dorothea Lange Photography</p>

		<p>demographic trends during the Great Depression.</p> <p><b>U.S. II Standard 5.4:</b> Students will craft an argument regarding the role of government in responding to economic conditions after learning about capitalism and other economic systems, historic cycles of boom and bust, and the New Deal.</p>	<p><b>Summative Assessments for Unit Six:</b> Unit 6 Exam</p>
<i>March</i>	<p><b>U.S. II Strand 6: ANOTHER GLOBAL CONFLICT AND THE BEGINNINGS OF THE COLD WAR (Ca. 1930–1950)</b></p> <p>How did decisions that leaders made during World War II change the rules of warfare?</p> <p>What arguments were made for employing the tactics of “total war”?</p> <p>How do local conflicts escalate to become global conflicts?</p> <p>What were the interests and primary objectives of the U.S. in entering into World War II?</p> <p>How was the impact of World War II reflected in the culture of the United States home front?</p> <p>How did the events of World War II set the stage for the Cold War?</p> <p>How did the United States seek to halt the spread of communism in Europe?</p>	<p><b>U.S. II Standard 6.1:</b> Students will assess the causes and consequences of America’s shift from isolationism to interventionism in the years leading up to World War II.</p> <p><b>U.S. II Standard 6.2:</b> Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.</p> <p><b>U.S. II Standard 6.3:</b> Students will cite and compare historical arguments from multiple perspectives regarding the use of “total war” in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.</p> <p><b>U.S. II Standard 6.4:</b> Students will research and prioritize the most significant events in the United States and</p>	<p><b>Unit 7: WWII</b></p> <p><b>Formative Assessments for Unit Seven:</b> Unit Quiz</p> <p>Holocaust Website Activity</p> <p>Hitler Propaganda Visual Listening Experience</p> <p>Propaganda Comparison: “Then and Now”</p> <p>Rationing Recipes</p> <p>Code Talker and Enigma Group Activity</p> <p>Top-Secret Rosies</p> <p>Ted Talk: Experiencing Japanese Internment Camp</p> <p>Japanese Internment Camps Virtual Reality Nearpod</p> <p>Pacific Theater Walking Experience: Battle Group Presentations</p> <p>Atomic Bomb Debate</p>

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		<p>the USSR's transition from World War II allies to Cold War enemies and superpowers.</p> <p><b>U.S. II Standard 6.5:</b> Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.</p>	<p><b>Summative Assessments for Unit Seven:</b></p> <p>Unit Exam</p>
<b>Qtr. 4</b>			
<i>April and May</i>	<p><b>Strand 7: THE COLD WAR ERA AND A CHANGING AMERICA</b></p> <p><b>(Ca. 1950–2000)</b></p> <p>Cold War ideologies have shaped American life and influenced foreign policy since the middle of the 20th century. Cold War rivalries escalated into hot wars in Korea and Vietnam. Alliances led to proxy wars in a number of contested areas. An arms race escalated fears. Eventually, American and Soviet leaders eased Cold War tensions, and the Soviet Union dissolved, ushering in a period of uncertainty in global affairs. American interests in the Middle East have complicated international policies. Differing political philosophies spurred debates over the size and role of government. Throughout the era, American society, education, culture, and politics were shaped by Cold</p>	<p><b>U.S. II Standard 7.1:</b> Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.</p> <p><b>U.S. II Standard 7.2:</b> Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts</p> <p><b>U.S. II Standard 7.3:</b> Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.</p>	<p><b><u>Unit Eight: The Cold War</u></b></p> <p><b>Formative Assessments for Unit One:</b></p> <p>Unit Quiz</p> <p>Seven Phases of the Cold War</p> <p>North Korean Documentary: <i>A State of Mind</i></p> <p>Build Your Own Bomb Shelter Creative Synthesis</p> <p>"Isms" write-up</p> <p>Domino Theory Visual</p> <p>Life in the 1950's Journal Synthesis</p> <p><b>Summative Assessments for Unit Eight:</b></p> <p>Unit Exam</p>

	<p>War tensions, technological developments, and changing demographics.</p> <p><b>U.S. II Strand 4: TRADITIONS AND SOCIAL CHANGE</b></p> <p>(Ca. 1920–1970)</p> <p>Traditions and cultural norms help bind people and nations together; sometimes, those holding fast to traditions find themselves in tension with others who push for reform. The 20th century was a time when these tensions were evident in many aspects of American culture, including the changes in social mores in the “roaring ‘20s” and the subsequent emergence and ascendancy of social change and civil rights movements. Various counter-cultural movements have similarly questioned traditional values and governmental policies. Balancing tradition and reform continues to challenge Americans into the 21st century.</p> <p><b>Strand 8: THE 21ST CENTURY UNITED STATES</b></p> <p><b>(Ca. 2000–Present)</b></p> <p>The United States continues to confront social, political, and economic changes. The “War</p>	<p><b>U.S. II Standard 4.2:</b> Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.</p> <p><b>U.S. II Standard 4.3:</b> Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.</p> <p><b>U.S. II Standard 7.4:</b> Students will explain how Reagan’s neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson’s Great Society.</p>	<p><b><u>Unit Nine: Social Justice and the Civil Rights Movement</u></b></p> <p><b>Formative Assessments for Unit Nine:</b></p> <p>Unit Quiz</p> <p>Civil Rights Group Projects and Presentations</p> <p>La Huelga! Documentary Caesar Chavez and Dolores Huerta</p> <p><b>Summative Assessments for Unit Nine:</b></p> <p>Unit Exam</p> <p><b><u>Unit Ten: Vietnam, ERA to the Present</u></b></p> <p><b>Formative Assessments for Unit Ten:</b></p> <p>Unit Quiz</p> <p>Counter Culture Visual Synthesis</p>
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	<p>on Terror,” new threats from old rivals, and international humanitarian needs dominate foreign affairs. Continuing political themes surface in current events. Economic inequalities, racial tensions, environmental issues, and immigration and social reforms dominate domestic concerns. In addition, emerging technologies and innovations hold great promise, and the creativity and civic engagement of Americans continues to thrive. The next chapter in the story of the United States awaits.</p>	<p><b>U.S. II Standard 7.5:</b> Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock ‘n’ roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.</p> <p><b>U.S. II Standard 8.2:</b> Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.</p>	<p>Fake News Analysis</p> <p>Good Governance Essay</p> <p>End of Year Review</p> <p><b>Summative Assessment:</b></p> <p>End of Year Final Exam</p>