

**US History
Curriculum Map by Quarter**

	Themes & Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Writing Assignments, Projects, Performances)
1st Quarter	<p>Reconstruction: How did America rebuild itself after the Civil War</p> <p>Settling the West: Why would people take on the challenges of life in the West?</p> <p>Industrialization: How did the United States become an industrialized society after the Civil War?</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900. 1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles. A. Examine the purposes and effects of the 13th, 14th, and 15th Amendments. 2. Integrate specific textual and visual evidence to analyze the impact of Westward</p>	<p>Notetaking Section Quizzes Timeline Daily Homework Tests</p>
2nd Quarter	<p>Urban American: Why do people migrate? How is urban life different from rural life?</p> <p>Becoming a World Power: How are empires built?</p> <p>The Progressive Movement: Can politics fix social problems?</p> <p>World War I and Its Aftermath: Why do nations go to war?</p>	<p>1.B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan 2.A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the Chinese Exclusion Act, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island. 3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics. Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920</p>	<p>Notetaking Section Quizzes Timeline Daily Homework Tests</p>

<p style="text-align: center;">3rd Quarter</p>	<p>The Jazz Age: How was social and economic life different in the early twentieth century from that of the late nineteenth century? How has the cultural identity of the US changed over time?</p> <p>The Great Depression Begins: What causes changes in the economy over time? How do depressions affect societies?</p> <p>Roosevelt and the New Deal: Can the government fix the economy? Is government responsible for the economic wellbeing of its citizens?</p> <p>A World in Flames; America and World War II: Could World War II have been prevented? Why do some people fail to respond to injustice while others try to prevent injustices? What kinds of sacrifices does war require?</p>	<p>3.The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society. 2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy. 3. Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies. Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation’s involvement in World War II, 1933 to 1946.</p>	<p style="text-align: center;">Notetaking Section Quizzes Timeline Daily Homework Tests</p>
<p style="text-align: center;">4th Quarter</p>	<p>The Cold War Begins: How did the Cold War shape postwar international relations? How did Cold War tensions affect American society?</p> <p>Postwar America: How does prosperity change the way people live?</p> <p>The New Frontier and the Great Society: Can government fix society’s problems? How do you think Presidents Kennedy and Johnson changed American society?</p> <p>The Civil Rights Movement: Why do you think the civil rights movement made gains in postwar America? What motivates a society to make changes?</p>	<p>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975. D. Compare and contrast the domestic and international goals of President Kennedy’s administration as expressed in his Inaugural Address to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps. 4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.</p>	<p style="text-align: center;">Notetaking Section Quizzes Timeline Daily Homework Tests</p>