<table>
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<tr>
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<th>Essential Questions</th>
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</thead>
</table>
| Unit 1-2: Reconstruction and Transformation | 20 days (4 period schedule) | • **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
• **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
• **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o Continuity and Change (D2.His.2)  
  o Analyzing Historical Sources (D2.His.13)  
  o Multiple Perspectives (D2.His.4)  
  o Creating/Supporting Historical Explanations (D4.2)  
  o Creating/Supporting Historical Arguments (D4.1) | • Did the Union victory in the Civil War resolve the root causes of the War?  
• How were groups in the South impacted differently from Congressional Reconstruction?  
• What were the political and social gains of African Americans during Reconstruction?  
• How did groups in the South react to Congressional Reconstruction?  
• What were the push and pull factors of westward expansion?  
• What role did the government have in encouraging westward settlement by various groups?  
• How did government policies impact Native American nations?  
• Did westward settlement and commercial development in the west improve the standard of living for all Americans?  
  o How did the United States transform from a rural, agricultural society to an urban, industrialized nation?  
  o What was the effect of laissez-faire government policies and practices on the U.S. economy?  
  o Was the United States the “land of opportunity” promised to so many immigrants?  
  o Did early labor unions succeed in improving working conditions in the United States?  
  o How and why did progressive address reforms at various levels of government? | How did the response to the Civil War and the settlement of the West economically, culturally, and socially transform the nation?  
AND  
To what extent did the United States become a more industrial society? Did the costs outweigh the benefits? | County-created unit assessment which includes SR questions based on document analysis and a written response  
AND  
Teacher created assessment based on content covered in class.  
Additional teacher-created writing assignment, project, performance task, or other major assignment. |
### 2022-2023 United States History Year at a Glance
**Pre-requisites: None**

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<td><strong>In what ways did the suffrage movement exemplify progressive reform?</strong></td>
<td></td>
<td>County-created unit assessment which includes SR questions based on document analysis and a written response <strong>AND</strong> Teacher created assessment based on content covered in class. <strong>AND</strong> Additional teacher-created writing assignment, project, performance task, or other major assignment.</td>
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| Unit 3-4: Imperialism and the Early 20th Century | 23 days (4 period schedule) | • **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
• **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
• **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o **Historical Contextualization (D2.His.1)**  
  o **Historical connections (D2.His.4)**  
  o **Historical causation (D2.His14)**  
  o **Analyzing Historical Sources (D2.His.13)**  
  o **Continuity and Change (D2.His2)**  
  o **Multiple Perspectives (D2.His.4)** | • 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? | | | |

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<td>response to post-war conditions facing African Americans?</td>
<td>To what degree were the 1920s characterized by values conflicts and intolerance?</td>
<td>AND County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class.</td>
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<td>• Creating/Supporting Historical Arguments(D4.1)</td>
<td>• What were the causes and effects of the Great Depression?</td>
<td>AND Additional teacher-created writing assignment, project, performance task, or other major assignment.</td>
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</tbody>
</table>
| Unit 5-6: WW II and the World It Created | 20 days (4 period schedule) | • **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
• **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
• **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of | • How did the events between 1939 and 1941 lead the United States from isolationism to involvement in World War II? | How was American involvement in World War II a significant historical turning point?  
Did WWII demobilization lead to a more prosperous and peaceful society for Americans? | |
|       |          |                    | • 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 United States respond to the Holocaust? | How did the Allied strategies for ending the war in the Europe and the Pacific differ? | |
|       |          |                    | • How did demobilization affect different groups in the US? | How did postwar economic expansion impact American popular culture and counter-culture movements? | |
|       |          |                    | • What drives greater social change: domestic or foreign conditions? | | |

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|       |          | communication to develop, defend, and critique arguments in order to take informed action.  
  - Historical contextualization (D2.His.1)  
  - Historical causation (D2.His14)  
  - Analyzing Historical Sources (D2.His.13)  
  - Multiple Perspectives (D2.His.4)  
  - Creating/Supporting Historical Arguments(D4.1) | How did anti-communist policies and actions contribute to anxiety about communism within American society? | | |
|       |          | • How did anti-communist policies and actions contribute to anxiety about communism within American society?  
  • What was the impact of the efforts of individuals and groups in the Early Civil Rights Movement?  
  • How successful were different groups, individuals, and institutions in advocating for African American civil rights?  
  • How successful was the government in providing opportunities and advancement for Americans in the 50s and 60s?  
  • 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?  
  • What were the effects of the Vietnam War at home and abroad? | To what extent did the social, political, and economic events of the late 1960s through the 1980s improve the lives of American citizens? AND Teacher created assessment based on content covered in class. | |
|       | 15 days (4 period schedule) | **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
**Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. | How did the abrupt ending of the Nixon Administration effect the relationship of the government and the people?  
How did the Reform Movements 1960s and 1970s impact American society, laws, and institutions?  
How did the government respond to the economic conditions of the 1970s and how did those conditions impact various groups of Americans?  
How did the foreign policy of the 1970s and 1980s impact the Cold War? | | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. | |
### 2022-2023 United States History Year at a Glance

**Pre-requisites:** None

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| • **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o Continuity and Change (D2.His.2)  
  o Historical causation (D2.His.14)  
  o Multiple Perspectives (D2.His.4)  
  o Analyzing Historical Sources (D2.His.13)  
  o Creating/Supporting Historical Arguments (D4.1) |          | • 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?  
  • 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? | To what extent does partisanship affect America’s ability to address complex issues in an increasingly globalized world? | Additional teacher-created writing assignment, project, performance task, or other major assignment. |

### Historical Thinking Skills

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<tr>
<th>Making Historical Connections (D2.His.1)</th>
<th>Analyze connections among events and developments in broader historical contexts.</th>
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<tbody>
<tr>
<td>Continuity and Change (D2.His.2)</td>
<td>Analyze continuity and change in historical eras.</td>
</tr>
<tr>
<td>Multiple perspectives (D2.His.4)</td>
<td>Analyze complex and interacting factors that influenced the perspectives of people during different historical periods.</td>
</tr>
<tr>
<td>Analyzing Historical Sources and Evidence (D2.His.13)</td>
<td>Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.</td>
</tr>
<tr>
<td>Analyzing Historical Causation (D2.His.14)</td>
<td>Explain multiple causes and effects of events and developments in the past.</td>
</tr>
<tr>
<td>Creating/Supporting Arguments (D4.1)</td>
<td>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</td>
</tr>
<tr>
<td>Creating/Supporting Explanations (D4.1)</td>
<td>Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</td>
</tr>
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</table>