US History Essential Standards & Student Learning Outcomes

Unit 1: The Nation's Roots		
Essential Standards	**Essential Questions**	**Student Learner Outcomes**
Standard: 11.1 Analyze ideological origins of the American Revolution and founding documents. Examine the effects of the Civil War and Reconstruction.	1. How did Enlightenment ideals lead to the creation of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights? 2. How did the country and its ideals change due to the Civil War and Reconstruction?	1. Students will be able to analyze how key Enlightenment ideas influenced the development of foundational U.S. documents by citing specific textual evidence. 2. Students will be able to assess differing perspectives on Reconstruction and Civil War and explain how these perspectives shaped outcomes. 3. Students will be able to evaluate the extent to which the United States has upheld its founding Enlightenment ideals over time, using evidence from both the Revolutionary era and Reconstruction period.

Unit 2: Industrialization and Immigration		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**
Standard: 11.2 Analyze the relationship between the rise of industrialization, urbanization, and immigration. Examine the impact of political reforms and progressive actions.	1. How did industrialization, urbanization, and immigration shape American society? 2. How does the American Dream compare to immigrant experiences? 3. How did progressive reforms address the challenges of industrialization?	1. Students will be able to explain the short- and long-term effects of industrialization on American society, including changes to labor, living conditions, changes to population and social structures, supported by primary and secondary sources. 2. Students will be able to compare the ideal of the American Dream with the lived experiences of immigrants, identifying gaps between opportunity and reality using historical evidence.

		3. Students will be able to analyze major problems caused by industrialization and evaluate how Progressive Era reforms attempted to address them. 4. Students will be able to draw connections between Progressive Era reforms and modern policies, explaining how reform efforts continue to shape American society.

Unit 3: Imperialism & World War		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**
Standard: 11.4 Trace the rise of the U.S. as an imperial power. Analyze U.S. policies during WWI.	1. How did America's role in the world evolve? 2. How did WWI policies affect life on the homefront?	1. Students will be able to analyze the political, economic, and ideological motivations behind U.S. imperialism supported by primary and secondary sources. 2. Students will be able to explain the effects of government actions (e.g., Espionage Act, Sedition Act, war mobilization efforts) on different groups, including immigrants, workers, and dissenters. 3. Students will be able to interpret wartime propaganda, political cartoons, and speeches to determine how the government influenced public attitudes and behavior.

Unit 4: The 1920s & The Great Depression		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**

Standards: 11.5 & 11.6 Analyze major political, social, economic, technological, and cultural developments of the 1920s. Examine causes and effects of the Great Depression, including New Deal policies and human impact.	1. How did America change in the 1920s? 2. How were people impacted by the Great Depression? 3. How did different administrations respond to the Depression?	1. Students will be able to explain how technological innovations and economic growth influenced lifestyle changes and cultural shifts, supported by primary and secondary sources. 2. Students will be able to interpret cultural artifacts (e.g., advertisements, music, literature, political cartoons) to determine how values and identities evolved during the 1920s. 3. Students will be able to compare the responses of different administrations (e.g., Hoover vs. Roosevelt) to the Great Depression, identifying key policies and their intended goals. 4. Students will be able to evaluate how the economic prosperity of the 1920s contributed to the conditions that led to the Great Depression and assess how government responses attempted to address its impacts.

Unit 5: WWII & Early Post-War America		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**
Standards: 11.7 & 11.8	1. How did America's position on WWII evolve?	1. Students will be able to analyze the shift in U.S. policy from isolationism to active participation in World War II, citing key events and policy decisions.

Analyze U.S. participation in WWII (Pearl Harbor, internment, atomic bombs, women on the homefront, Special Forces). Describe the significance of Mexican immigration and its impact on agriculture.	2. What contributions did Special Fighting Forces make? 3. How did Mexican immigration affect the agricultural economy?	2. Students will be able to analyze multiple perspectives on controversial wartime actions (e.g., Japanese American internment, atomic bomb use) and evaluate their historical justification. 3. Students will be able to evaluate how Special Fighting Forces (Tuskegee Airmen, etc.) contributed to military success and challenged social barriers, particularly related to race and gender. 4. Students will be able to explain how labor shortages during the war led to increased reliance on immigrant labor and how this impacted the U.S. economy.

Unit 6:The Cold War		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**
Standard: 11.9 Trace the origins and consequences of the Cold War, both foreign and domestic.	1. How did U.S. foreign policy shift post-WWII? 2. How did the government address perceived threats of Communism? 3. What were the Cold War's impacts on civil rights and liberties?	1. Students will be able to analyze how U.S. foreign policy during the Cold War influenced global conflicts and relationships, particularly in developing nations. 2. Students will be able to explain how fear of Communism influenced political decisions and evaluate whether government actions were justified or excessive, supported by historical evidence and media (i.e. McCarthyism). 3. Students will be able to analyze how Cold War policies affected civil liberties, including freedom of speech, due process, and privacy.

Unit 7: Civil Rights Movement		
Essential Standards	**Essential Question**	**Essential Learning Outcomes**
Standard: 11.10 Examine key events, people, policies, and court cases in the federal civil rights movement.	1. How did civil rights groups use nonviolent/direct action protest to achieve legislative change?	1. Students will be able to construct and defend a claim evaluating the effectiveness of nonviolent protest in achieving civil rights legislation, using relevant evidence. 2. Students will be able to analyze Supreme Court cases related to segregation and civil rights violations, evaluating the impact of its decisions on advancing or limiting civil rights.

Unit 8: 1970s to Present Day		
Essential Standards	**Essential Questions**	**Essential Learning Outcomes**
Standard: 11.11 Analyze social problems and domestic policy issues in contemporary America, including immigration, poverty, and health reform.	1. How does the life of a modern immigrant compare to that of an immigrant in 1900? 2. How have education, civil rights, immigration, health, and economic policy evolved? 3. How have women, Black, Latino, Indigenous, and LGBTQ+ groups	1. Students will be able to construct and defend a claim evaluating whether immigrant experiences have improved over time, supported by evidence from multiple sources. 2. Students will be able to explain how social problems (e.g., inequality, access to healthcare, education gaps) influenced the development of domestic policies. 3. Students will be able to analyze how different groups have advocated for equality, examining strategies such as legal action, grassroots organizing, and policy advocacy.

	advanced equality in the late 20th and early 21st centuries?	