Maryland Social Studies

High School United States History

Bridge Unit from Middle School United States History: Growth of Industrial and Urban America (1877-1890): Economic growth alters old means of production and replaces them with new ones. USH.BR

Industrialization

1 Students will analyze the causes and consequences of industrialization in the late 19th century United States by: USH.BR.1

- a Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization. USH.BR.1.A
- b Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy. USH.BR.1.B
- c Evaluating the impact of industrialization and laissez-faire policies on labor. USH.BR.1.C
- d Identifying responses to post-Civil War immigration. USH.BR.1.D

Westward Movement

2 Students will analyze the causes and consequences of Westward Expansion by: USH.BR.2

- a Describing the impact of geography and technology on the settlement of the west. USH.BR.2.A
- b Evaluating Native Americans' responses to western migration. USH.BR.2.B
- c Evaluating the impact of government actions on patterns of immigration. USH.BR.2.C
- d Describing the impact of geographic expansion of rights for African Americans, Chinese immigrants, and the political and legal rights of women. USH.BR.2.D

Progressivism and Imperialism (1890-1920): Expansion and innovation challenge traditional social, political, and economic patterns. USH.1

Social, Political, and Economic Reform

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1 Students will evaluate the effectiveness of the political, economic, and social reforms of the late 19th and early 20th centuries by: USH.1.1

- a Explaining the impact of labor unions and strikes on labor-management relations. USH.1.1.A
- b Assessing the effectiveness of the Populist Movement. USH.1.1.B
- c Evaluating the impact of Progressivism on regulation of trusts and the economy, political corruption, child labor, urbanization, and management of natural resources. USH.1.1.C
- d Describing the effectiveness of the NAACP and organizations such as the Anti-Defamation League and the National American Woman Suffrage Association on addressing inequality. USH.1.1.D
- e Evaluating the transformation of executive power to address domestic changes under the presidencies of Roosevelt and Wilson. USH.1.1.E

Imperialism

2 Students will evaluate the significance of the United States becoming an imperialist power by: USH.1.2

- a Evaluating the impact of racial, economic, political, and strategic motives for the United States becoming an imperialist power. USH.1.2.A
- b Analyzing the origins and the impacts of the Spanish American War. USH.1.2.B
- c Assessing the impacts of the annexation of Hawai'i and the Philippine-American War. USH.1.2.C
- d Assessing the causes and consequences of American intervention/involvement in Latin America, China, and Japan. USH.1.2.D

World War One, Prosperity and Depression, World War Two (1915-1945): Prosperity and conflict challenge accepted principles and practices. USH.2

The Great War at Home and Abroad

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1 Students will assess how World War One promoted continuity and change in American foreign and domestic policy by: USH.2.1

- a Analyzing the impact of German aggression on the high seas, the Zimmerman Note on American neutrality, and entry into World War One. USH.2.1.A
- b Evaluating the motivations and impacts of the restrictions on civil liberties during World War One. USH.2.1.B
- c Determining the impact of African American migration and government mobilization programs on American preparation for World War One. USH.2.1.C
- d Examining the impact of World War One on the passage of the 18th and 19th Amendments. USH.2.1.D
- e Assessing the influence of the American military on the outcome of World War One. USH.2.1.E
- f Examining how the arguments for and against the Treaty of Versailles reflected the continuous debate over the appropriate level of American involvement in foreign affairs. USH.2.1.F
- g Analyze how fears of radicalism during the Red Scare led to anti-immigration policies and the discrimination, surveillance, and repression of Jewish Americans, immigrants, labor activists, women, and other racial, ethnic, and ideological groups. USH.2.1.G

The 1920s

2 Students will analyze shifting cultural norms associated with rapid economic growth by: USH.2.2

- a Explaining how economic policy supported innovations in science and industry and transformed production and consumption. USH.2.2.A
- b Evaluating the progress and setbacks of the changing social and economic role of women. USH.2.2.B
- c Assessing the impact of the Harlem Renaissance, the Great Migration, and Garveyism on the African American freedom movement. USH.2.2.C
- d Analyzing how communities of color and immigrants resisted discrimination and racist policies through the formation of the League of United Latin American Citizens, decisions in Ozawa v. U.S. (1922), Thind v. U.S. (1923), and passage of the 1924 Indian Citizenship Act. USH.2.2.D
- e Assessing how the Immigration Act of 1924, the Ku Klux Klan, Tulsa Race Riot, Alien Land Laws, and Eugenics perpetuated racism, antisemitism, and discrimination against racial, ethnic, and religious minorities, those with disabilities, and LGBTQ+. USH.2.2.E
- f Evaluating the effectiveness of Prohibition. USH.2.2.F
- g Assessing the tension between fundamentalism and changing social values. USH.2.2.G

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ıe Great Depression and New Deal

3 Students will evaluate the impact of the Great Depression on the nation by: USH.2.3

- a Understanding the causes of the crash of 1929 and the Great Depression. USH.2.3.A
- b Analyzing the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, Mexican immigrants, and other racial and ethnic minorities. USH.2.3.B
- c Measuring the effect of New Deal programs on the national economy, labor unions, federalism, laissez-faire economics, the development of the social safety net, and their uneven impact on racial and ethnic minorities. USH.2.3.C
- d Evaluating the short term and long-term legacy of the New Deal. USH.2.3.D

World War Two

4 Students will assess the progression of the United States' involvement in world affairs by: USH.2.4.

- a Examining how the rise of fascism and totalitarianism, as well as European and Japanese Imperialism, and appeasement led to World War Two. USH.2.4.A
- b Evaluating how the Neutrality Acts, the Lend-Lease Act, and the attack on Pearl Harbor impacted American neutrality. USH.2.4.B
- c Analyzing the origins of the Holocaust and the motives, pressures, and fears that shaped the American response. USH.2.4.C
- d Describing the strategies and turning points that shaped World War Two's outcomes and experiences. USH.2.4.D
- e Understanding the factors that influenced the decision to employ nuclear weapons against Japan. USH.2.4.E
- f Assessing the role of the United Nations, the International Monetary Fund, and World Bank in accelerating global integration and promoting peace and stability. USH.2.4.F

America's Home Front During World War Two

5 Students will evaluate domestic changes caused by World War Two by: USH.2.5

- a Determining the impact of accelerated African American migration, the Bracero Program, and government policies that facilitated mobilization in preparation for World War Two. USH.2.5.A
- b Evaluating Supreme Court and executive decisions to limit civil liberties and to relocate American citizens to internment camps. USH.2.5.B
- c Analyzing the social and economic consequences of the war on women, African Americans, Mexican Americans, Asian Americans, and Native Americans. USH.2.5.C

Affluence, Cold War, and So (19

interplay between

Post-War Economics

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foreign and domestic issues influences choices made by government and citizens. USH.3

1 Students will analyze the factors that impacted the postwar economy by: USH.3.1

- a Exploring how the intensification of corporate farming, the GI Bill, consumer culture, and suburbanization contributed to postwar economic growth. USH.3.1.A
- b Analyzing how government-sponsored segregation in housing, redlining, and blockbusting contributed to unequal access to post-war prosperity. USH.3.1.B
- c Describing the impact of the Arms and Space Race, growth of the military industrial complex on postwar economic growth and the rise of the sunbelt. USH.3.1.C

The Cold War

2 Students will analyze the causes and consequences of the Cold War by: USH.3.2

- a Evaluating the political, economic, diplomatic, and ideological causes of US-Soviet conflicts. USH.3.2.A
- b Analyzing the role of alliances, military intervention, and covert action to implement containment in Europe, Asia, and Latin America. USH.3.2.B
- c Describing the causes, course, and consequences of the Korean War. USH.3.2.C
- d Examining the repercussions of the early Cold War on domestic politics. USH.3.2.D
- e Examining the effectiveness of the Interstate Highway Defense System and nuclear drills on preparedness for nuclear conflict. USH.3.2.E
- f Investigating the cause, course, and consequences of American relations with Communist Cuba. USH.3.2.F

Freedom Movements

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3 Students will analyze how individuals and groups mobilized against inequalities in American society by: USH.3.3

- a Assessing the short term and long-term impacts of the decisions in Mendez v. Westminster (1947) and Brown v. Board of Education (1954) in expanding educational opportunities. USH.3.3.A
- b Evaluating the tools, methods, and leadership utilized by the African American Civil Rights Movement to challenge unequal access to economic opportunity, public accommodations, and political participation. USH.3.3.B
- c Evaluating the impact of federal legislation, Supreme Court decisions, Constitutional Amendments, and executive orders on addressing unequal access to economic opportunity, public accommodations, and political participation. USH.3.3.C
- d Analyzing the effectiveness of the tools, methods, and leadership of the Black Power Movement. USH.3.3.D
- e Investigating the impact of Great Society legislation on poverty, the expansion of the New Deal, and immigration. USH.3.3.E
- f Understanding the significance of the Supreme Court decisions in Engle v. Vitale (1962), Gideon v. Wainwright (1963), Loving v. Virginia (1967), and Roe v. Wade (1973). USH.3.3.F
- g Explaining the origins and consequences of the post-war movement for gender equality. USH.3.3.G
- h Assessing the success of the efforts of Asian American communities and individuals to secure civil rights. USH.3.3.H
- i Examining how changes in immigration laws during the second half of the twentieth century shaped U.S. demographics and public perceptions of immigrants. USH.3.3.I
- j Assessing the success of the efforts of Latinos and American Indians to secure civil rights. USH.3.3.J
- k Examining the short- and long-term origins and impacts of the Gay Liberation Movement. USH.3.3.K
- l Examining the methods used by state and local governments to resist social justice reforms. USH.3.3.L

Vietnam

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4 Students will analyze the United States' involvement in Vietnam from 1954 to 1973 by: USH.3.4

- a Analyzing the evolution, strategies, and turning points of the United States' involvement in Vietnam. USH.3.4.A
- b Evaluating the origins, arguments, methods, and impacts of the anti-war movement. USH.3.4.B
- c Examining the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon. USH.3.4.C
- d Assessing the factors that contributed to American defeat in Vietnam. USH.3.4.D
- e Analyzing how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms. USH.3.4.E

Economic, Political, and Social Reorganization (1974-1992): The United States' political, social, and economic identity was reshaped by transformations in foreign and domestic affairs. USH.4

Deindustrialization

1 Students will analyze the consequences of economic shifts by: USH.4.1

- a Describing the impact of stagflation, deficit spending, and the energy crisis on the American economy. USH.4.1.A
- b Assessing the causes and impacts of deindustrialization, urban decline, and migration to the Sunbelt. USH.4.1.B
- c Evaluating the origins and governmental responses to environmental issues. USH.4.1.C
- d Evaluating the factors that led to a decrease in public confidence and trust in government's ability to solve social and economic problems. USH.4.1.D

Expansion of the Rights Revolution

2 Students will evaluate the progress made toward equality by: USH.4.2

- a Analyzing how the post 1965 shifts in immigration patterns affected public policy. USH.4.2.A
- b Assessing the evolution of Supreme Court opinions on Affirmative Action policies in higher education, public school placement, and government hiring. USH.4.2.B
- c Understanding how Swann v. Charlotte-Mecklenburg Board of Education (1971), and Milliken v. Bradley (1974) affected the implementation of school integration. USH.4.2.C
- d Evaluating the motivations and strategies leaders used to achieve the extension of rights to those with disabilities, and the impact of the 1968 Architectural Act, Section 504 of the Rehabilitation Act of 1973, and 1975 Education for All Handicapped Children Act. USH.4.2.D

Shifting International Relationships

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3 Students will analyze how the United States prioritized key foreign policy goals during the Cold War by: USH.4.3

- a Assessing the role of covert action, military aid, and diplomacy in US-Latin American relations. USH.4.3.A
- b Explaining the influence of detente, arms reduction, espionage, and changing relations with China on Cold War tensions. USH.4.3.B
- c Analyzing how energy dependence, the Israeli-Palestinian conflict, and the Iranian Revolution impacted United States foreign policy. USH.4.3.C
- d Evaluating the causes and consequences of the American response to the Soviet invasion of Afghanistan. USH.4.3.D

The Reagan Revolution

4 Students will analyze how the rise of conservatism influenced domestic policy by: USH.4.4

- a Evaluating how tax revolts, opposition to abortion and feminism, and the influence of religious leaders contributed to the rise of the New Right. USH.4.4.A
- b Measuring the influence of supply side economic policy on the national economy, deficit spending, federalism, economic inequality, labor unions, and public perceptions of the role of government. USH.4.4.B
- c Analyzing the origins and impact of the “War on Drugs” on policing and mass incarceration. USH.4.4.C
- d Evaluating the short and long-term impacts of the passage of the American with Disabilities Act of 1990. USH.4.4.D

The End of the Cold War

5 Students will evaluate how the end of the Cold War altered the course of American foreign policy by: USH.4.5

- a Evaluating the relationship among American intervention in El Salvador, Nicaragua, and Guatemala on the Iran-Contra Investigation. USH.4.5.A
- b Assessing how American diplomacy, treaties, and leadership contributed to the end of the Cold War. USH.4.5.B
- c Explaining the causes and consequences of the American response to the Iraqi invasion of Kuwait. USH.4.5.C
- d Determining how the end of the Cold War changed the goals, frequency, and purpose of American foreign policy interventions. USH.4.5.D

Globalization, Terrorism, and Political Polarization (1992—present): Globalization, po[illegible] an[illegible] ch[illegible]

Globalization

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models of foreign and domestic policy. USH.5

1 Students will evaluate economic changes associated with globalization by: USH.5.1

- a Evaluating the impact of free trade agreements, deregulation of financial markets, and the computer revolution in the economic surge of the 1990s. USH.5.1.A
- b Assessing how income disparities, wage stagnation, outsourcing, robotic automation, and the rise of a service-based economy impact American workers. USH.5.1.B
- c Analyzing how advancements in communication technologies and the Internet transformed America's economy, social behavior, and political behavior. USH.5.1.C

Political Polarization

2 Students will analyze how political polarization altered the debates over public policy by: USH.5.2

- a Assessing how the rise of alternative media, religious diversity, demographic changes, residential homogeneity, the increasing role of money in politics, and gerrymandering increased political polarization in the United States. USH.5.2.A
- b Examining American policy on global climate change. USH.5.2.B
- c Evaluating the progress of historically marginalized groups including women, African Americans, Muslim Americans, and immigrants. USH.5.2.C
- d Assessing the significant turning points and leaders in the fight for LGBTQ+ rights from the 1970s through the decision in Obergefell v. Hodges (2015) and beyond. USH.5.2.D
- e Examining the impact of the attack at Columbine High School and the decision in District of Columbia v. Heller (2008) on the ongoing debate over the 2nd Amendment. USH.5.2.E
- f Assessing the impact of the Supreme Court decisions on balancing the level of government intervention: abortion - Planned Parenthood v. Casey (1992), federalism -U.S. v. Lopez (1995), and political speech - Citizens United v. FEC (2010). USH.5.2.F
- g Evaluating the impact of increasing political polarization on the Welfare Reform Act of 1996, the impeachment and trial of President Bill Clinton, and the 2000 presidential election. USH.5.2.G
- h Tracing efforts to develop a comprehensive immigration policy from the administrations of President Reagan, President George W. Bush, President Obama, President Trump, and President Biden. USH.5.2.H
- i Assessing the domestic and foreign policy effectiveness of the War on Drugs and its impact on debates over legalization, decriminalization, and prison reform. USH.5.2.I
- j Evaluating the role of racism, antisemitism, Islamophobia, anti-Asian hate, sexism, and xenophobia in shaping public policy debates and the progress of historically marginalized groups. USH.5.2.J

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Domestic and Foreign Terrorism

3 Students will evaluate the political, social, and economic impacts of domestic and foreign terrorism on the United States by: USH.5.3

- a Identifying the motivations for, and assessing the federal response to, instances of domestic terrorism. USH.5.3.A
- b Tracing the origins, motivations, and instances of non-state aligned terrorism directed at the United States. USH.5.3.B
- c Evaluating how governmental reactions to attacks of September 11, 2001 challenged the balance between safety and freedom. USH.5.3.C
- d Evaluating the causes, course, and consequences of the War on Terror in Afghanistan and Iraq. USH.5.3.D
- e Critiquing how cyberwarfare has influenced American foreign policy, elections, and commerce. USH.5.3.E