



Curriculum Map
United States History II
PreCollege
Saugus High School
Saugus, MA 01906

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT
MISSION STATEMENT***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

STUDENT EXPECTATIONS

1. *AUTONOMOUS LEARNING SKILLS*

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

2. *CRITICAL THINKING*

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

3. *EFFECTIVE WRITING SKILLS*

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

4. *PROBLEM SOLVING SKILLS*

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

5. *PERSONAL AND SOCIAL RESPONSIBILITY*

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

STUDENT GOALS

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

* In conjunction with the Saugus High School Mission Statement (2000)

SEMESTER 1 UNITED STATES HISTORY II (121)

Week 1		Week 2	
<p align="center">Performance Standards</p> <p><u>USIL.4</u> Analyze the causes of the continuing westward expansion of the American people after the Civil War.</p>		<p align="center">Performance Standards</p> <p><u>USIL.4</u> Analyze the impact of the westward migration on the Indians.</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE Chapter 13: SETTLING THE WEST, 1865-1900 Sections 1 and 2 - Miners and Ranchers - Farmers and Plains Pg. 412-420</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE Chapter 13 Section 3 - Native Americans Pg. 425</p>	
<p align="center">Objectives (Students will...)</p> <ul style="list-style-type: none"> -Trace the growth of the mining industry in the West. -Describe the ways the new technology changed open-range ranching -Explain why and how people began settling the Plains. -Trace the growth of commercial farming. 	<p align="center">Essential Question</p> <p>What were the economic opportunities available to miners and ranchers as they settled the West?</p>	<p align="center">Objectives (Students will...)</p> <ul style="list-style-type: none"> -Discuss conflicts that arose between the Plains Indians and American settlers. -Summarize problems caused by attempts to assimilate Native Americans 	<p align="center">Essential Question</p> <p>How did settlement of the West dramatically change the way of life of the Plains Indians?</p>
<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Video: Gathering Strength—Pacific Northwest Vocab PuzzleMaker Overhead: Map Overlay Timeline</p>	<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Movie: Bury My Heart at Wounded Knee ExamView CDROM Overhead: Notes, Map Computer Research</p>
<p align="center">Evaluation/Activities</p> <p>Pretest Unit 5: The Birth of Modern America Classwork Homework Section Quizzes</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Classwork Homework Section Quiz Chapter 13 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 3		Week 4	
Performance Standards		Performance Standards	
<p><u>USII.1</u> Explain the causes of the Industrial Revolution. A. Economic impetus of the Civil War.</p>		<p><u>USII.1</u> Continued B. Important technological and scientific advances.</p> <p><u>USII.2</u> Explain the important consequences of the Industrial Revolution.</p> <p><u>USII.5</u> Goals of Unions</p>	
Unit/Topic/Lesson UNIT FIVE Chapter 14: INDUSTRIALIZATION, 1865-1901 Sections 1 and 2 - Rise of Industry - The Railroads Pg. 434-442		Unit/Topic/Lesson UNIT FIVE Chapter 14 Sections 3 and 4 - Big Business - Unions Pg. 447-454	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<ul style="list-style-type: none"> -Identify the effects of expanding population on industry. -Explain the effects of technological innovations. -Discuss ways in which railroads spurred industrial growth. -Analyze financial growth 	<p>How did American industry grow and what changes did it bring to American society?</p> <p>How did the growth of railroads affect the growth of industries?</p>	<ul style="list-style-type: none"> -Analyze how large corporations came to dominate American business. -Describe industrial working conditions in the US in the late 1800's. -List the barriers to labor Union growth. 	<p>After the Civil War, how did big business assume a more prominent role in American life?</p> <p>What brought about the need for labor unions during the late 1800's?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Video: America Grows Up—An Industrial Nation Overhead: Transparencies Mindjogger: DVD Quiz</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>ExamView CDROM Computer Research</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Classwork Homework Section Quizzes</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Classwork Homework Section Quizzes Chapter 14 Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 5		Week 6	
Performance Standards		Performance Standards:	
<p><u>USII.3</u> Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and 20th centuries.</p>		<p><u>USII.3</u> Describe the major roles of these immigrants in the industrialization of America.</p> <p><u>USII.6</u> Analyze the causes and course of America’s growing role in world affairs from Civil War to WW I.</p> <p>A. Social Darwinism</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 15: URBAN AMERICA, 1865-1896 Sections 1 and 2 - Immigration - Urbanization Primary Source Document: Emma Lazarus, “The New Colossus” (1883) Pg. 462-469</p>		<p>Chapter 15 Section 1 and 2 Cont. - <i>Younghill Kang, East Goes West</i> (1937) Section 3 and 4 - The Gilded Age - The Rebirth of Reform Pg. 462-481</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Analyze the circumstances surrounding the great wave of immigration after the Civil War. -Evaluate how nativism affected immigration policies. -Explain technological developments that made the growth of cities possible.</p>	<p>What were the circumstances surrounding the great wave of European and Asian immigration after the War?</p>	<p>-Evaluate the doctrine of Social Darwinism -Explain how industrialization promoted leisure time -Explain methods that social critics advocated to improve society and their efforts to help the urban poor.</p>	<p>How did American society’s thinking and behavior change in the late 1800’s? What were the pressing problems of the urban poor that led to reforms?</p>
Teacher Resources	Media Resources	Teacher Resources	Media/Technology
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Video: Gathering Strength—Immigration Vocab PuzzleMaker Overhead: Notes, Timeline Computer Research</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>ExamView: CDROM Overhead: Pol. Cartoon—Urban Corruption, Notes Computer Research</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>- Classwork -Homework -Section Quizzes</p>	<p>Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Classwork Homework Social Darwinism Open Response Section Quizzes Chapter 15 Test</p>	<p>Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 7		Week 8	
Performance Standards		Performance Standards	
<p><u>USIL.5</u> Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.</p>		<p><u>USIL.5</u> Continued</p> <p><u>USIL.9</u> Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 16: Politics and Reform Sections 1 and 2 - Stalemate in Washington - Populism Pg. 490-500</p>		<p>Chapter 16 Section 3 -Rise of Segregation Pg. 508</p>	
<p>Objectives (Students will...) -Explain why the Republican and Democrats were so evenly matched during this period-</p>	<p>Essential Question What was the political struggle between the Democrats and Republicans in the late 1800's? How did Populist Party come to be?</p>	<p>Objectives (Students will...) -Discuss how African Americans were disfranchised and how segregation was legalized. -Describe 3 major African American leaders responses to discrimination.</p>	<p>Essential Question How did segregation grow in the late 1800's?</p>
<p>Teacher Resources American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Overhead: Notes, Transparencies</p>	<p>Teacher Resources American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources ExamView: CD Rom Video: America Grows Up—A World Power</p>
<p>Evaluation/Activities Classwork Homework Section Quizzes</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Evaluation/Activities Classwork Homework WEB Du Bois Open Response Section Quiz Chapter 16 Test Posttest: Unit 5</p>	<p>Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><u>USIL.6</u> Continued B. Alaska C. Hawaii D. Spanish American War</p>		<p><u>USII.6</u> Continued E. Open Door Policy F. Roosevelt's Corollary to the Monroe Doctrine G. Panama Canal</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 17: BECOMING A WORLD POWER, 1872-1912 Sections 1 and 2 - The Imperialistic Vision - The Spanish American War Pg. 518-527</p>		<p>Chapter 17 Section 3 - New American Diplomacy Pg. 536</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Cite the motivations for and methods of American expansion in the Pacific. -Describe the circumstances that led to the Spanish American War.	How did the US become an imperialist power?	-Critique Theodore Roosevelt's foreign policy as president. <i>-Explain the Open Door Policy and its effects on relations between the US and Asia.</i>	What role did President Roosevelt play to help increase America's power?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Vocab PuzzleMaker Overhead: Notes, Timeline, Pol Cartoon—Yellow Journalism Mindjogger: DVD Quiz	American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	<i>ExamView CDROM</i> Overhead: Transparencies Presidents DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Pretest Unit 6: Imperialism and Progressivism Classwork Homework Section Quizzes	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Classwork Homework Section Quiz Chapter 17 Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 11		Week 12	
Performance Standards		Performance Standards	
<p><u>USII.8</u> Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.</p>		<p><u>USII.6</u> Continued H. Taft's Dollar Policy</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 18: THE PROGRESSIVE MOVEMENT, 1890-1919 Sections 1 and 2 -The Roots of Progressivism - Roosevelt in Office Pg. 544-555</p>		<p>Chapter 18 Sections 3 and 4 -The Taft Administration -The Wilson Years Pg. 562-566</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Discuss the rise of the Progressive movement. -Describe the various efforts to regulate concentrated corporate power. -Discuss Roosevelt's interest in environmental conservation.</p>	<p>How was Progressivism a diverse response to the problems posed by industrialism and modern life?</p>	<p>-Explain how Roosevelt helped Taft get elected. -Discuss why progressives were disappointed with Taft. -Describe Wilson's economic and social reforms.</p>	<p>What was the legacy of the Progressive Movement?</p>

Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead: Notes, Organizer Mindjogger: DVD Quiz</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>ExamView CDROM Overhead: Pol. Cartoon—Big Stick Presidents DVD</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Classwork Homework Section Quizzes</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Classwork Homework Section Quizzes Chapter 18 Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<u>USIL.6</u> Continued America's growing role in world affairs		<u>U.S.II.7</u> Explain the course and significance of Pres. Wilson's wartime diplomacy	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
Chapter 19: WORLD WAR I AND ITS AFTERMATH, 1914-1920 Sections 1 and 2 - The U.S. Enters WWI - The Home Front Pg. 574-591		Chapter 19 Sections 3 and 4 -A Bloody Conflict - The War's Impact Primary Source Document President Woodrow Wilson, "Peace Without Victory" Speech (1917) Pg. 592-605	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Discuss the causes of World War I. -Analyze how the US raised an army and won support for World War I. -Explain how the economy was controlled to support the war	Why did the US enter World War I?	-Discuss the fighting techniques used in World War I. -Characterize the American response to the Treaty of Versailles.	What were the results of World War I?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video: Warring and Roaring—World War I Mindjogger: DVD Quiz Overhead: Notes	American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	ExamView CDROM Overhead: Map
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Classwork Homework Section Quizzes	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Maps of World War I Quiz Classwork Homework Section Quizzes Chapter 19 Test Posttest: Unit 6	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 15		Week 16	
Performance Standards		Performance Standards	
<p><u>U.S.II.10</u> Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after WW I throughout the 1920's</p>		<p><u>USII.10</u> Continued</p>	
Unit/Topic/Lesson UNIT SEVEN		Unit/Topic/Lesson UNIT SEVEN	
<p>Chapter 20: THE JAZZ AGE, 1921-1929 Section 1, 2 and 3 - The Clash of Values - Cultural Innovations - African American Culture Pg. 608-626</p>		<p>Chapter 21: NORMALCY AND GOOD TIMES, 1921-1929 Sections 1, 2 and 3 -Presidential Politics -A Growing Economy -The Policies of Prosperity Pg. 634-653</p>	
<p>Objectives (Students will...) -Explain the rise of racism and nativism in the 1920's. -Summarize the explosion of art, literature, sports, movies, radio, and music on popular culture. -Describe the rediscovery of African American cultural roots. -Explain African American political activism.</p>	<p>Essential Question What was the clash in values during the 1920's?</p>	<p>Objectives (Students will...) -Describe the corruption of the Harding administration. -Explain how Coolidge restored public confidence. -Analyze the growing importance of new industries. -Explain Mellon's economic strategies -League of Nations.</p>	<p>Essential Question Why was "prosperity" the theme of the 1920's?</p>
<p>Teacher Resources American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources ExamView CDROM Overhead: Notes Computer Resarch</p>	<p>Teacher Resources American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Media Resources Video: Warring and Roaring— The 1920's Overhead: Notes Mindjogger: DVD Quiz ExamView CDROM</p>
<p>Evaluation/Activities Pretest Unit 7: Boom and Bust Maps of World War I Quiz Homework Classwork Section Quizzes</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>	<p>Evaluation/Activities Debate over Darwin's <i>On the Origins of Species</i> Vocabulary Quiz Section Quizzes Chapter 20and 21 Test</p>	<p>Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 17		Week 18	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<u>USII.11</u> Describe the causes and consequences of the global depression of the 1930's and analyze how Americans responded.		<u>USII.12</u> Analyze the policies, institutions, and personalities of the New Deal Era.	
Unit/Topic/Lesson UNIT SEVEN Chapter 22: THE GREAT DEPRESSION BEGINS, 1929-1932 Sections 1-3 -Causes of the Depression -Life During the Depression -Hoover Responds Pg. 654-675		Unit/Topic/Lesson UNIT SEVEN Chapter 23: ROOSEVELT AND THE NEW DEAL, 1933-1939 Sections 1-4 -Roosevelt Takes Office -The First New Deal -The Second New Deal -The New Deal Coalition Pg. 676-702	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Describe the characteristics of the stock market crash. -Identify the causes of the Depression. -Describe how the American family cope during the Depression -Evaluate Hoover's recovery -plan	What economic problems combined to trigger the Great Depression? Could it happen again??	-Discuss Roosevelt's early political years. -Review the programs under the First and Second New Deals. -Explain Roosevelt's achievements and defeats	How did the New Deal affect American's sense of security and their attitude toward the role of government?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Cartoon	American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Video: Two Great Crusades—The New Deal Overhead: Pol Cartoon—The New Deal ExamView CDROM
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Classwork Homework Section Quizzes Vocabulary and Timeline Quizzes	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Classwork Homework Section Quizzes Roosevelt's New Deal Summary Chapter 22-23 Test Posttest: Unit 7	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i>		<i>Performance Standards</i>	
REVIEW FOR MID YEAR EXAM		MID YEAR EXAM WEEK	
Unit/Topic/Lesson		Unit/Topic/Lesson	
UNITS Review Unit 5: The Birth of Modern America, Chap13-16 Review Unit 6: Imperialism and Progressivism, Chap 17-19 Review Unit 7: Boom and Bust, Chap 20-23			
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	What do students know and are able to do?		
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Study Guides and Preview Materials			
Evaluation/Activities	Completion date:	Evaluation	Completion date:
MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY II (121)	Completed by:	MID YEAR STANDARDIZED EXAM FOR UNITED STATES HISTORY II (121)	Completed by:
	Comments		Comments

SEMESTER 2 UNITED STATES HISTORY II (121)

Week 21		Week 22	
Performance Standards		Performance Standards	
<p><u>USII.14</u> Explain the strengths of American isolationism after World War I and analyze its impact on U.S. foreign policy</p> <p><u>USII.15</u> Analyze world aggression by Germany contributed to World War II.</p>		<p><u>USII.15</u> Analyze world aggression by Japan contributing to World War II. On a map locate the Allied powers and the Axis powers.</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 24: A WORLD IN FLAMES, 1931-1941 Sections 1, 2 and 3 -America and the World -World War II Begins -The Holocaust Primary Source Document: Pres. Roosevelt, “Four Freedoms” Speech (1941) Pg. 706-724</p>		<p>Chapter 24 Section 4 -America Enters the War Chapter 25: AMERICA AND WORLD WAR II 1941-1945 Section 1 and 2 -Mobilizing for War -The Early Battles Pg. 725-748</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Explain how Americans supported a policy of isolationism in the 1930’s. -Explain why Hitler was able to take over Austria and Czechoslovakia. -Describe Nazi prejudices and plans to exterminate Europe’s Jewish population.</p>	<p>How did antidemocratic governments come to power in Europe and Asia and what were the destructive results?</p>	<p>-Explain how Roosevelt helped Britain while maintaining neutrality. -Trace the events that led to increasing tensions and ultimate war. -Identify major battles and strategies of Allies and Axis powers.</p>	<p>What were the global struggles faced by the US between 1931-1941? What eventually brought the US into World War II?</p>
Teacher Resources	Media Resources	Teacher Resource	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Vocab PuzzleMaker Overhead: Timeline, Notes</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Mindjogger: DVD Quiz Overhead: Map ExamView CDROM Presidents DVD</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Pretest Unit 8: Global Struggles Homework Classwork Section Quizzes <i>West Virginia State Board of Education v Barnette</i> (1943)</p>	<p>Completed by: Comment: Alternative Evaluation: Paper, Project, Poster</p>	<p>Homework Classwork Section Quizzes Test Chapter 24 <i>Learned Hand’s The Spirit of Liberty</i> (1944)</p>	<p>Completed by: Comments: Alternative Evaluation: Paper, Project, Poster</p>

Week 23		Week 24	
<p align="center">Performance Standards</p> <p><u>USIL.16</u> Explain the reasons for dropping the atom bombs on Japan and their short and long term effects.</p> <p><u>USIL.17</u> Explain important domestic events during the war.</p>		<p align="center">Performance Standards</p> <p><u>USIL.15</u> Summarize the major battles and events of World War II.</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Chapter 25 Sections 3, 4 and 5 -Life on the Home Front -Pushing the Axis Back -The War Ends Pg. 749-775</p>		<p align="center">Unit/Topic/Lesson UNIT EIGHT</p> <p>Film: Saving Private Ryan</p> <p>Film: The Day After Nuclear War</p>	
<p align="center">Objectives (Students will...)</p> <p>-Describe the wartime economy. -Explain the tactics the Allies used to invade Germany and defeat Japan. -Outline the reasons that led to creation of the United Nations.</p>	<p align="center">Essential Question</p> <p>How did World War II underscore the importance of an international organization such as the United Nations?</p>	<p align="center">Objectives (Students will...)</p> <p>-Examine World War II through film.</p>	<p align="center">Essential Question</p> <p>How did a film, such as Saving Private Ryan or The Day After Nuclear War, contribute to a better understanding of World War II?</p>

<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Vocab PuzzleMaker Overhead: Notes, Map ExamView CDROM</p>	<p align="center">Teacher Resources</p> <p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>Film</p>
<p align="center">Evaluation/Activities</p> <p>Homework Classwork Section Quizzes Map of World War II Battles Map of Allies and Axis Chapter 25 Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Summary and Opinion Papers on Films shown</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 25		Week 26	
Performance Standards		Performance Standards	
<p><u>USII.18</u> Analyze the factors contributing to the Cold War and describe the policy of containment as America’s response to Soviet expansion policies.</p> <p><u>USII.24</u> McCarthyism</p>		<p><u>USII.19</u> On a map locate the areas of the Cold War conflict.</p> <p><u>USII. 22</u> Analyze the causes and consequences of important domestic Cold War trends and policies of Pres. Truman and Eisenhower</p>	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT EIGHT	
<p>Chapter 26: THE COLD WA BEGINS, 1945-1960 Sections 1, 2 and 3 -Origins of the Cold War -The Early Cold War Years -The Cold War and American Society Pg. 776-796</p>		<p>Chapter 26 Section 4 -Eisenhower’s Policies Chapter 27: POSTWAR AMERICA, 1945-1960 Sections 1 and 2 -Truman and Eisenhower -The Affluent Society Pg. 797-819</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Explain the growing tensions between the US and Soviet Union at the end of World War II. -Determine how the US struggled to oppose Communist aggression in Europe and Asia. -Explain the impact of the Cold War on American society.</p>	<p>How do you think the Cold War and the fear of communism might have affected life in the 1950’s?</p>	<p>Evaluate Eisenhower’s military policy—“New Look”. -Describe the postwar administration of Truman and Eisenhower. -Explain the postwar economic boom in the US.</p>	<p>After World War II, how did Truman and Eisenhower’s efforts help the nation adjust to peacetime?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Vocab PuzzleMaker Overhead: Notes, Pol. Cartoon—World War II Mindogger: DVD Quiz</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead: Notes, Map Vocab PuzzleMaker Mindjogger: DVD Quiz ExamView CDROM Presidents DVD</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework Classwork Section Quizzes Primary Source Document: The Truman Doctrine (1947)</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Homework Classwork Section Quizzes Primary Source Document: George Kennan, “The Sources Of Soviet Conduct” (1947) Chapter 26 Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 27		Week 28	
<i>Performance Standards</i>		<i>Performance Standards</i>	
USII.22 Continued		USII.28 Analyze the important domestic policies and events during the Pres. of Kennedy, Johnson, and Nixon.	
Unit/Topic/Lesson UNIT EIGHT		Unit/Topic/Lesson UNIT NINE	
Chapter 27 Section 3 and 4 -Popular Culture of 1950's -The Other Side of American Life Pg. 820-835		Chapter 28: THE NEW FRONTIER AND THE GREAT SOCIETY, 1961-1968 Sections 1 and 2 -The New Frontier -JFK and the Cold War Primary Source Document: Pres. JFK Inaugural Address (1961) Pg. 836-854	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
-Identify the characteristics of the new youth culture that grew out of postwar prosperity. -Discuss contributions of African Americans in 1950's. -Examine the difficulties faced by those not included in the postwar economic boom	What were the changes to the American family during the 1950's?	-Summarize Kennedy's economic policies. -Explain why Congress did not support Kennedy's proposals. -Describe Kennedy's plan for the armed forces	What would be the domestic upheavals that changed our country beginning in 1954 to 1980?

Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Pol Cartoon— Jos. McCarthy ExamView: CDROM	American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes Mindjogger: DVD Quiz Presidents DVD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework Classwork Test Chapter 27 Posttest: Unit 8	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Pretest Unit 9: A TIME OF UPHEAVAL Homework Classwork Section Quizzes	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 29		Week 30	
<i>Performance Standards</i>		<i>Performance Standards</i>	
USII.28 Continued		USII.28 Continued	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Film: 13 Days		Chapter 28 Section 3 -The Great Society Pg. 854-863	
Objectives (Students will...) Examine the Cuban Missile Crisis through film	Essential Question How did the film, 13 Days , contribute to the understanding of the Cuban missile crisis and how this event brought the world closer to nuclear war?	Objectives (Students will...) -Explain what inspired Johnson's Great Society programs.	Essential Question What is meant by the term, "New Frontier" and "Great Society"?
Teacher Resources American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Film	Teacher Resources American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources Overhead: Death of JFK
Evaluation/Activities Summary and Opinion Paper on Film	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Evaluation/Activities Homework Classwork Section Quiz Chapter 28 Test	Completion date: Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><u>USII.25</u> Analyze the origins, goals, and key events of the Civil Rights movement.</p>		<p><u>USII.26</u> Describe the accomplishments of the Civil Rights movement.</p>	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
<p>Chapter 29: THE CIVIL RIGHTS MOVEMENT, 1954-1968 Sections 1 and 2 -The Movement Begins -Challenging Segregation Primary Source Document: MLK “I Have a Dream” Speech (1963) Pg. 864-880</p>		<p>Chapter 29 Section 3 -New Issues Primary Source Document: MLK <u>Letter From Birmingham City Jail</u> (1963) Pg. 881-889</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Discuss the changing role of the federal government in civil rights enforcement. -Evaluate the Civil Rights Act of 1964. -Summarize the efforts to establish voting rights for African Americans.</p>	<p>What are the changes brought about by the civil rights movement that are still with us today?</p>	<p>-Describe the division between Dr. Martin Luther King Jr., and the black power movement. -Discuss the direction and progress of the civil rights movement after 1968.</p>	<p>How did the civil rights movement of the late 1960’s try to address the persistent economic inequality of African Americans?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead: Notes, Timeline Vocab PuzzleMaker Mindjogger: DVD Quiz Computer Research</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>ExamView CDROM</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Classwork Homework Section Quizzes <i>Brown v Board of Education</i></p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Homework Classwork Section Quiz Primary Source Document: LBJ speech to Congress on voting rights (Mar. 15,1965) Chapter 29 Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 33		Week 34	
Performance Standards		Performance Standard	
<u>USII.20</u> Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Pres. Eisenhower, Kennedy, Johnson and Nixon		<u>USII.27</u> Analyze the causes and course of the women's rights movement in the 1960's and 1970's	
Unit/Topic/Lesson UNIT NINE		Unit/Topic/Lesson UNIT NINE	
Chapter 30: THE VIETNAM WAR, 1954-1975 Sections 1, 2, 3, and 4 -The US Focuses on Vietnam -Going to War -Vietnam Divides the Nation -The War Winds Down Pg. 890-917		Chapter 31: THE POLICIES OF PROTEST, 1960-1968 Sections 1, 2, 3 and 4 -Student Movement and Counterculture -Feminist Movement -New Approaches to Civil Rights -Saving the Earth Pg. 918-947	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
.-Explain the origins of American involvement in Vietnam 1950's. -Discuss how President Johnson deepened American involvement in Vietnam. -Explain the events of Nixon's administration that inspired more antiwar protests.	What are the major lessons the US learned from the Vietnam War experience?	-Explain the student protests of the 1960's. -Describe the concerns and achievements of the women's movement. -Analyze the efforts by minority groups to improve their status.	How did efforts of protesters in the 1960's and 1970's continue to influence the workplace and economic opportunities of women and ethnic groups today?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes, Political Cartoon --Vietnam, Map Mindjogger: DVD Quiz ExamView CDROM	American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes, Political Cartoon—Achieving Equality for Women ExamView CDROM
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework Classwork Section Quizzes Chapter 30 Test	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Homework Classwork Section Quizzes Chapter 31 Test Posttest: Unit 9	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 35		Week 36	
Performance Standards		Performance Standards	
USII.28 Continued		U.S.II.21 Resistance to Soviet military and diplomatic initiatives contributing to ending the Cold War.	
USII. 29 Analyze presidency of R. Reagan			
Unit/Topic/Lesson UNIT TEN		Unit/Topic/Lesson UNIT TEN	
Chapter 32: POLITICS AND ECONOMICS, 1971-1980 Sections 1, 2, 3 and 4 -Nixon Administration -Watergate Scandal -Ford and Carter -The “Me” Decade Pg. 950-976		Chapter 33: RESURGENCE OF CONSERVATISM, 1980-1992 Sections 1, 2, 3 and 4 -New Conservatism -Reagan Years -Life in the 1980’s -End of the Cold War Pg. 978-1009	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
. -Describe Nixon’s domestic agenda and foreign policy achievements. -Explain the Watergate scandal. -Discuss Carter’s domestic and foreign policies. -Identify the “Me” Decade	How did the nation redefine itself during the Nixon, Ford and Carter years?	-Describe the new conservative coalition. -Explain Reagan’s economic recovery plan. -Discuss Reagan’s policies toward the Soviet Union. -Identify the events that brought an end to the Cold War.	Was the collapse of the Soviet Union inevitable?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Overhead: Notes, Political Cartoon—Nixon on Civil Rights ExamView CDROM Presidents DVD	American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology	Overhead: Notes, Timeline, Political Cartoon--Reagan Vocab PuzzleMaker Mindjogger: DVD Quiz ExamView CDROM
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Pretest Unit 10: A CHANGING SOCIETY Homework Classwork Section Quizzes Chapter 32 Test	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster	Classwork <i>Pres. Reagan, Speech at Moscow State University</i> (1988) Homework Section Quizzes Chapter 33 Test	Completed by: Comments: Alternative Evaluation: Paper, Project, Poster

Week 37		Week 38	
Performance Standards		Performance Standards	
<p><u>USIL.30</u> Analyze trends of the late 20th century.</p> <p><u>USIL.31</u> Policies of Clinton Years</p>		<p><u>USIL.33</u> Analyze the course and consequences of America's recent diplomatic initiatives.</p>	
Unit/Topic/Lesson UNIT TEN		Unit/Topic/Lesson UNIT TEN	
<p>Chapter 34: INTO A NEW CENTURY, 1992-PRESENT Sections 1, 2, and 3 -Technological Revolution -Clinton Years -Interdependent World Current Events Pg. 1010-1025</p>		<p>Chapter 34 Section 4 and 5 -America Enters a New Century -The War on Terrorism Current Events Pg. 1026-1037</p>	
Objectives (Students will...)	Essential Question	Objectives (Students will...)	Essential Question
<p>-Describe the technological revolution. -Describe the difficulties and successes of Clinton's two terms as president. -Discuss the controversy surrounding the election of George W. Bush.</p>	<p>What was the focus of the Clinton and Bush administration?</p>	<p>-Explain the development of regional economic blocs around the world. -Describe the developments of Middle East terrorism. -Explain the response of the US to terrorist attacks on Sept. 11, 2001.</p>	<p>What are the issues of global concern for the US today and into the future?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>American Vision, Appleby et al (Glencoe) 2005 American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead: Notes, Political Cartoon-Questioning Cultural Values ExamView CDROM Presidents DVD</p>	<p>American Vision, Appleby et al (Glencoe) American Nation, Davidson (PrenticeHall) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p>Overhead: Notes, Political Cartoon—Environmental Awareness Computer Research—Current Events ExamView CDROM</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework Classwork Section Quizzes Current Events Test</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Homework Classwork Chapter 34 Test Posttest: Unit 10</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster:</p>

Week 39		Week 40	
<p align="center"><i>Performance Standards</i></p> <p>REVIEW FOR FINAL EXAM</p>		<p align="center"><i>Performance Standards</i></p> <p align="center">FINAL EXAM WEEK</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNITS</p> <p>Review Unit 8: Global Struggles, Chap 24-27 Review Unit 9, A Time of Upheaval, Chap 28-31 Review Unit 10, A Changing Society, Chap 32-34</p>		<p align="center">Unit/Topic/Lesson</p>	
<p>Objectives (Students will...)</p> <p>-Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents</p>	<p>Essential Question</p> <p>What do students know and are able to do?</p>	<p>Objectives (Students will...)</p>	<p>Essential Question</p>
<p>Teacher Resources</p> <p>Study Guides and Preview Materials</p>	<p>Media Resources</p>	<p>Teacher Resources</p>	<p>Media Resources</p>
<p>Evaluation/Activities</p> <p>STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY II (121)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p>Evaluation</p> <p>STANDARDIZED FINAL EXAM FOR UNITED STATES HISTORY II (121)</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>