



Course Overview

High School | Social Studies | US History II - Last Updated on April 3, 2025

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Social Studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies instruction which involves interdisciplinary applications, deep understandings, concepts, and skills from the disciplines.
- Young people require analytic, strategic, chronological, and critical thinking skills to prepare for participating in democratic decision-making.
- Social studies instruction directly and explicitly connects to the Common Core State Standards for English Language Arts

Course Description

United States History II explores key political, social, and economic developments in American history from the election of Abraham Lincoln through the onset of World War II. Beginning with the Civil War and Reconstruction, the course examines the profound transformations that shaped modern America, including industrialization, westward expansion, labor movements, immigration, and urbanization. Students will analyze the impact of reform efforts during the Progressive Era, the emergence of the United States as a global power during World War I, and the social, cultural, and economic shifts of the 1920s. The course concludes with a close study of the Great Depression and the New Deal, giving students a rich historical foundation to better understand contemporary issues such as race relations, gender roles, and the evolving function of government in American society.

Through a variety of instructional methods designed to support learners of all abilities, students will engage in critical analysis of historical events and figures, trace the evolution of key American institutions, and connect past events to current realities. Units are structured around essential themes such as the legacy of the Civil War, the changing status of African Americans during Reconstruction and beyond, the rise of monopolies and industrial giants, and the grassroots movements that sparked lasting reforms. Students will also develop formal research skills using tools like NoodleTools and collaborate with library staff to complete an MLA-style research project. By blending content knowledge with skill development, United States History II equips students to think historically, write persuasively, and approach civic life with informed perspective.

STANDARDS

Pennsylvania - Grade 9-12 - History - US History

- 8.1.U.A
- 8.1.U.B
- 8.2.U.A
- 8.2.U.B
- 8.2.U.D
- 8.3.U.A
- 8.3.U.B
- 8.3.U.C
- 8.3.U.D

Pennsylvania - High School - Civics and Government - US History

- 5.2.U.A.
- 5.2.U.B.
- 5.2.U.C.
- 5.2.U.D.
- 5.3.U.D.
- 5.3.U.F.
- 5.1.U.A.
- 5.1.U.C.



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5.1.U.D.

5.1.U.F.

5.4.U.A.

Pennsylvania - High School - Economics - US History

6.3.U.B.

6.1.U.A.

6.1.U.B.

6.1.U.C.

6.2.U.A.

6.2.U.C.

6.2.U.D.

6.2.U.E.

6.2.U.F.

6.2.U.G.

6.3.U.C.

6.3.U.D.

6.4.U.A.

6.4.U.C.

6.4.U.D.

6.5.U.E.

6.5.U.F.

Pennsylvania - High School - Geography - US History

7.1.U.A.

7.2.U.A.

7.2.U.B.

7.3.U.A.

7.4.U.A.

7.4.U.B.

COURSE OBJECTIVES

Objectives for this course are aligned to Pennsylvania Standards in History, Civics and Government, Economics, and Geography.

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Curriculum-based Measures
- Formative Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

Below is a list of suggested strategies for high-quality instruction in Social Studies:

- Instructional components outlined in the *Framework for Teaching*
- Lecture/discussion
- Directed research
- Demonstrations
- Inquiry-based instruction



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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Boyer, Paul. The American Nation . Austin, TX: Holt Reinhart, and Winston, 1995.		