# Prep U.S. History Cycle 2 Calendar 2021-2022

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| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday / Thursday | Friday |

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| Oct. 3 | 4 | 5 | 6/7 |
| Roosevelt’s Foreign Policy and the Panama Canal | Work Day | Student Holiday | Might, Money, and Morals  *ACES Writing*  Select either Big Stick Diplomacy or Dollar Diplomacy.  Which foreign policy do you think moved the U.S. to a position of world power most?  How did this policy move the U.S. toward a position of world power?  Be specific with examples. |
| 10 | 11 | 12/13 | 15 |
| Unit 3 - Causes of World War I | Fighting World War I | SCHOOL DAY PSAT | Ending World War I |
| 17 | 18 | 19/20 | 21 |
| Great Migration | Effects of World War I | Climate of Fear  Clash of Cultures | Age of Heroes |
| 24 | 25 | 26/27 | 28 |
| Artistic Movements | Politics of the 1920’s | Review for Test  Prosperity of the 1920’s | Unit 3 – MC TEST |
| Nov. 1 | 2 | 3/4 | 5 |
| Option – Unit3 [Project](https://houston.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=221856548) ????  Causes of the Great Depression | Appraisals of Hoover | Life During the Great Depression  The Dust Bowl | The New Deal Programs |
| 8 | 9 | 10/11 | 12 |
| Critics of the New Deal | Court Packing | Legacy of the New Deal  Review for the TEST | Unit 4 MC Test |

Part 2: Foreign Policy: Expanding U.S. Influence   
Ⓡ USH.4A Explain why significant events, policies, and individuals, including   
the Spanish‐American War, U.S. expansionism, Alfred Thayer Mahan,   
Theodore Roosevelt, and Sanford B. Dole moved the United States into the   
position of a world power.   
Ⓢ USH.4B Evaluate American expansionism, including acquisitions such as   
Guam, Hawaii, the Philippines, and Puerto Rico.   
Ⓡ USH.12A Analyze the impact of physical and human geographic factors on   
the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee   
failure in New Orleans after Hurricane Katrina.   
Ⓢ USH.15C Explain how foreign policies affected economic issues such as the   
Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and   
immigration quotas.   
Ⓡ USH.15D Describe the economic effects of international military conflicts,   
including the Spanish‐American War and World War I, on the United States.   
 USH.28A Analyze primary and secondary sources such as maps, graphs,   
speeches, political cartoons, and artifacts to acquire information to answer   
historical questions.   
 USH.28B analyze information by applying absolute and relative chronology   
through sequencing, categorizing, identifying cause‐and‐effect relationships,   
comparing and contrasting, finding the main idea, summarizing, making   
generalizations, making predictions, drawing inferences, and drawing   
conclusions.   
 USH.28E Identify bias and support with historical evidence a point of view on   
a social studies issue or event.   
 USH.29B Use social studies terminology correctly.

Unit 3

Part 1: World War I – Causes, Events of War, Effects   
Ⓡ USH.4C Identify the causes of World War I and reasons for U.S. entry.   
Ⓢ USH.4D Understand the contributions of the American Expeditionary Forces   
(AEF) led by General John J. Pershing, including the Battle of Argonne Forest.   
Ⓢ USH.4E Analyze the impact of machine guns, airplanes, tanks, poison gas,   
and trench warfare as significant technological innovations in World War I on   
the Western Front.   
Ⓡ USH.4F Analyze major issues raised by U.S. involvement in World War I,   
including isolationism, neutrality, Woodrow Wilson’s Fourteen Points, and the   
Treaty of Versailles.   
Ⓡ USH.7F Explain issues affecting the home front, including volunteerism, the   
purchase of war bonds, and Victory Gardens and opportunities and obstacles   
for women and ethnic minorities.   
Ⓡ USH.13A Analyze the causes and effects of changing demographic patterns   
resulting from migration within the United States, including western expansion,   
rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.   
Ⓡ USH.15D Describe the economic effects of international military conflicts,   
including the Spanish‐American War and World War I, on the United States.   
Ⓢ USH.23B Explain the importance of congressional Medal of Honor   
recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal   
Alvin York, and Army Master Sergeant Raul “Roy” Perez Benavidez.   
 USH.28A Analyze primary and secondary sources such as maps, graphs,   
speeches, political cartoons, and artifacts to acquire information to answer   
historical questions.   
 USH.28B analyze information by applying absolute and relative chronology   
through sequencing, categorizing, identifying cause‐and‐effect relationships,   
comparing and contrasting, finding the main idea, summarizing, making   
generalizations, making predictions, drawing inferences, and drawing   
conclusions   
 USH.29B Use social studies terminology correctly.

Part 2: Social/Cultural and Technological Change in the 1920s   
ⓇUSH.6A Analyze causes and effects of events and social issues such as   
immigration, Social Darwinism, the Scopes Trial, eugenics, race relations,   
nativism, the Red Scare, Prohibition, and the changing role of women.   
ⓈUSH.6B Analyze the impact of significant individuals such as Henry Ford,   
Marcus Garvey, and Charles A. Lindbergh.   
Ⓢ USH.15C Explain how foreign policies affected economic issues such as the   
Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and   
immigration quotas.   
ⓈUSH.24A Describe how the characteristics and issues in U.S. history have   
been reflected in various genres of art, music, film, and literature.   
ⓇUSH.24B Describe the impacts of cultural movements in art, music, and   
literature such as Tin Pan Alley, the Harlem Renaissance, the Beat

Generation, rock and roll, the Chicano Mural Movement, and country and   
western music on American society.   
Ⓡ USH.25C Explain how the contributions of people of various racial, ethnic,   
gender, and religious groups shape American culture.   
 USH.28A Analyze primary and secondary sources such as maps, graphs,   
speeches, political cartoons, and artifacts to acquire information to answer   
historical questions.   
 USH.28B analyze information by applying absolute and relative chronology   
through sequencing, categorizing, identifying cause‐and‐effect relationships,   
comparing and contrasting, finding the main idea, summarizing, making   
generalizations, making predictions, drawing inferences, and drawing   
conclusions   
 USH.28E Identify bias and support with historical evidence a point of view on   
a social studies issue or event.   
 USH.29A Create written, oral, and visual presentations of social studies   
information using effective communication skills, including proper citations and   
avoiding plagiarism.   
 USH.29B Use social studies terminology correctly.

Unit 4

Part 1: Prosperity [Economics] and Politics of the 1920s   
Ⓢ USH.6B Analyze the impact of significant individuals such Henry Ford,   
Marcus Garvey, and Charles A. Lindbergh.   
Ⓢ USH.16A Analyze causes of economic growth and prosperity in the 1920s,   
including Warren Harding's Return to Normalcy, reduced taxes, and increased   
production efficiencies.   
Ⓢ USH.18C Describe the effects of political scandals, including Teapot Dome,   
Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens   
concerning trust in the federal government and its leaders.   
Ⓡ USH.26C Describe the effect of technological innovations in the workplace   
such as assembly line manufacturing and robotics.   
 USH.28A Analyze primary and secondary sources such as maps, graphs,   
speeches, political cartoons, and artifacts to acquire information to answer   
historical questions.   
 USH.28B analyze information by applying absolute and relative chronology   
through sequencing, categorizing, identifying cause‐and‐effect relationships,   
comparing and contrasting, finding the main idea, summarizing, making   
generalizations, making predictions, drawing inferences, and drawing   
conclusions   
 USH.28D Evaluate the validity of a source based on corroboration with other   
sources and information about the author, including points of view, frames of   
reference, and historical context.   
 USH.29B Use social studies terminology correctly.

Part 2: The Great Depression and the New Deal   
Ⓡ USH.12A Analyze the impact of physical and human geographic factors on   
the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee   
failure in New Orleans after Hurricane Katrina.   
Ⓡ USH.14A Identify the effects of population growth and distribution on the   
physical environment.   
Ⓡ USH.16B Identify the causes of the Great Depression, including the impact   
of tariffs on world trade, stock market speculation, bank failures, and the   
monetary policy of the Federal Reserve System.   
Ⓡ USH.16C Analyze the effects of the Great Depression on the U.S. economy   
and society such as widespread unemployment and deportation and   
repatriation of people of Mexican heritage.   
Ⓢ USH.16D Compare the New Deal policies and its opponents' approaches to   
resolving the economic effects of the Great Depression.   
Ⓢ USH.16E Describe how various New Deal agencies and programs,   
including the Federal Deposit Insurance Corporation, the Securities and   
Exchange Commission, and the Social Security Administration, continue to   
affect the lives of U.S. citizens.   
Ⓡ USH.18A Evaluate the impact of New Deal legislation on the historical roles   
of state and federal government.   
Ⓡ USH.19B Evaluate the impact of relationships among the legislative,   
executive, and judicial branches of government, including Franklin D.   
Roosevelt's attempt to increase the number of U.S. Supreme Court   
justices and the presidential election of 2000.   
 USH.28A Analyze primary and secondary sources such as maps, graphs,   
speeches, political cartoons, and artifacts to acquire information to answer   
historical questions.   
 USH.28B analyze information by applying absolute and relative chronology   
through sequencing, categorizing, identifying cause‐and‐effect relationships,   
comparing and contrasting, finding the main idea, summarizing, making   
generalizations, making predictions, drawing inferences, and drawing   
conclusions   
 USH.29B Use social studies terminology correctly.