

- PS 1 Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings. ([US II Standard 1.3](#))
- PS 2 Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses. ([US II Standard 1.4](#))
- PS 3 Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance. ([US II Standard 2.1](#))
- PS 4 Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes. ([US II Standard 2.2](#))
- PS 5 Students will describe how the role of the U.S. in world affairs changed at the turn of the 20th century, and evaluate the arguments used to promote or discourage involvement in world affairs, such as those of the “big stick,” Mahan, the Roosevelt Corollary, and the Anti Imperialist League. ([US II Standard 3.1](#))
- PS 6 Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I. ([US II Standard 3.2](#))
- PS 7 Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing. ([US II Standard 4.2](#))
- PS 8 Students will investigate how individual and institutional decisions made during the 1920s, such as overproduction, buying on credit, poor banking policies, and stock market speculation helped lead to the boom of the 1920s and then the Great Depression. ([US II Standard 5.1](#))
- PS 9 Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises. ([US II Standard 5.2](#))

- PS 10 Students will assess the causes and consequences of America's shift from isolationism to interventionism in the years leading up to World War II. ([US II Standard 6.1](#))
- PS 11 Students will research and prioritize the most significant events in the United States and the USSR's transition from World War II allies to Cold War enemies and superpowers. ([US II Standard 6.4](#))
- PS 12 Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift. ([US II Standard 6.5](#))
- PS 13 Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts. ([US II Standard 7.2](#))
- PS 14 Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources. ([US II Standard 7.3](#))
- PS 15 Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock 'n' roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture. ([US II Standard 7.5](#))
- PS 16 Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration. ([US II Standard 8.2](#))