



Essential Standards Extended Guide

United States History II Grades 9-12

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

The committees developed instructional grouping models to demonstrate how standards can be combined into focused units. However, this is just one approach, and other combinations are possible. Educators can use this guide to begin developing scope and sequence for their instructional time and district-specific courses. It also provides a useful starting point for creating formative and summative assessments aligned with the standards.

Instructional Grouping 1: Post Civil War Era (1870s to WWI)

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.

- Allocation and Assimilated Period 1879-1934

9-12.US2.2 Evaluate Progressivism's impact on circumstances and policies. These may include:

- Exploitation of labor
- Child labor
- Spoils systems of government hiring
- Machine politics
- Corruption
- Immigration tension
- Women's suffrage
- Prohibition
- Race relations
- Eugenics

9-12.US2.3 Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.4 Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.

6-12.HT2.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.

Instructional Grouping 2: WWI

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.5 Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that eventually led to the United States' involvement.

9-12.US2.8 Analyze the goals and effects of the Treaty of Versailles.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.6 Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.

9-12.US2.7 Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.

6-12.HT2.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.

Instructional Grouping 3: Roaring 20s and The Great Depression

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.10 Evaluate the social tensions of the era, including:

- Race
- Christian fundamentalism
- Labor
- Immigration
- Changing social values
- The Red Scare
- Rise of the Ku Klux Klan
- Prohibition
- Rise of the mob and mafia

9-12.US2.12 Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, and racial and ethnic minorities.

9-12.US2.13 Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.

9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.

- Tribal Reorganization Period, 1934-1958

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.9 Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.

9-12.US2.11 Analyze the causes of the crash of 1929 and the Great Depression.

9-12.US2.14 Evaluate the social tensions of the era, including:

- Race
- Labor
- Domestic Migration
- Changing social values
- The Rise of Political Extremism

6-12.HT2.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Instructional Grouping 4: WWII and the Aftermath

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.15 Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.

9-12.US2.16 Analyze American participation in the international response to the Holocaust.

9-12.US2.19 Evaluate the factors that influenced the decision to employ atomic weapons against Japan.

9-12.US2.21 Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.18 Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.

9-12.US2.20 Analyze the impact of events and policies on the Homefront during World War Two.

6-12.HT2.7 Analyze multiple and complex causes and effects of events in the past.

6-12.HT2.8 Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources, perspectives, and interpretations.

Additional Standards

If time allows, these standards may be taught and/or assessed

9-12.US2.17 Describe the strategies, events, and turning points that shaped the outcomes of World War Two.

9-12.US2.22 Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.

Instructional Grouping 5: The Cold War

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.24 Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include:

- Berlin Blockade
- Rise of the Communist regime in China
- Korean War
- Central Intelligence Agency's support of coups in Iran and Guatemala
- Cuban Missile Crisis
- U2 incident
- Berlin Wall
- Vietnam War

9-12.US2.25 Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include:

- Truman Doctrine
- Marshall Plan
- North Atlantic Treaty Organization (NATO)
- Occupation and rebuilding of Japan and West Germany
- Warsaw Pact
- Occupation and rebuilding of Eastern Europe

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.23 Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.

9-12.US2.26 Examine the influence of the Cold War on United States politics and society. Including:

- The House of Un-American Activities Committee
- McCarthyism
- The Alger Hiss Case
- The Rosenberg Case

6-12.HT2.9 Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Instructional Grouping 6: Post War Change (1950s and 1960s)

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.29 Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.

9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.

- Termination and Relocation Period, 1953-1971

9-12.US2.33 Analyze the major features of the Great Society policy. This may include:

- War on Poverty
- Medicare/Medicaid
- Head Start and Education Reform
- Urban Renewal
- Support for the Arts and Humanities
- Immigration Reform
- Environmental Initiatives

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.28 Analyze the American Labor Movement during the post-war period.

9-12.US2.31 Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.

Additional Standards

If time allows, these standards may be taught and/or assessed

9-12.US2.27 Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.

9-12.US2.30 Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.

9-12.US2.32 Examine the various ways the counterculture critiqued United States society

Instructional Grouping 7: Mistrust and Reforms

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.35 Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.

9-12.US2.1 Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes.

- Self-Determination Period, 1968-present

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.34 Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.

9-12.US2.36 Evaluate the causes and impacts on public confidence and trust in the government's ability to solve economic and social problems, such as:

- Deindustrialization
- Urban decline
- Migration
- Stagflation
- Deficit spending
- Energy crisis
- Racial tensions

9-12.US2.38 Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.

6-12.HT2.5 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.

Instructional Grouping 8: A New World Order Foreign Policy (1990s – Present)

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.37 Evaluate the factors that impacted relationships and policies with China, Russia, Latin America, and the Middle East.

9-12.US2.43 Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.39 Evaluate the factors that contributed to the end of the Cold War. These may include:

- American diplomacy
- Military build-up
- Treaties
- Iran-Contra affair
- Strategic Defense Initiative (Star Wars)
- Support of Afghanistan
- Fall of the Berlin Wall
- Collapse of the USSR

9-12.US2.40 Explain the causes and consequences of the American response to Iraq's invasion of Kuwait.

6-12.HT2.2 Analyze change and continuity in historical eras.

Instructional Grouping 9: Globalization and Modernity (1990s-Present)

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

9-12.US2.41 Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.

9-12.US2.48 Evaluate the causes and impact of increasing political polarization on American politics.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

9-12.US2.42 Describe some effects of key changes on United States society and labor. These may include:

- Outsourcing
- Robotic automation
- Income disparities
- Shift toward a service-based economy

9-12.US2.46 Evaluate the progress of civil rights and immigration issues in recent United States history.

9-12.US2.47 Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.

6-12.HT2.6 Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.

Additional Standards

If time allows, these standards may be taught and/or assessed

9-12.US2.44 Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.

9-12.US2.45 Examine United States policy on environmental issues.

For Questions Contact

Content & Curriculum

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