

# US HISTORY VERTICAL ARTICULATION

GRADE 5	GRADE 8	HIGH SCHOOL
<p align="center"><b>Standard 1 – History</b></p>	<p align="center"><b>Standard 1 – History</b></p>	<p align="center"><b>Standard 1 – Early National Development: 1775-1877</b></p>
<p>Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.</p>	<p>Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period</p>	<p>Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction from 1775 to 1877.</p>
<p align="center"><b>Historical Knowledge</b></p>	<p align="center"><b>Historical Knowledge</b></p>	
<p align="center"><b>Ways of Life Before and After the Arrival of Europeans to 1610</b></p> <p><b>5.1.1</b> Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. <b>Examples:</b> The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)</p>	<p align="center"><b>The American Revolution and Founding of the United States: 1754 to 1801</b></p> <p><b>8.1.1</b> Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.</p> <p><b>8.1.2</b> Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.</p> <p><b>8.1.3</b> Explain the conditions, causes, consequences and significance of Britain’s struggle to maintain control of colonies during the French and Indian War (1754–1763).</p> <p><b>8.1.4</b> Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).</p>	<p><b>USH.1.1</b> Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) <a href="http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone">http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone</a></p> <p><b>USH.1.2</b> Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights. (Economics, Government)</p> <p><b>USH.1.3</b> Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)</p>

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**5.1.2** Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

**Examples:** The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White

**5.1.3** Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

**Examples:** Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

**5.1.4** Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.  
Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown

**8.1.5** Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).

**8.1.6** Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

**8.1.7** Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.

**8.1.8** Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

**8.1.9** Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.

**USH. 1.4** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

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## Colonization and Settlements: 1607 to 1763

**5.1.5** Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.

**Examples:** Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade

**5.1.6** Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists

**Examples:** In agriculture, trade, cultural exchanges, military alliances, and massacres.

**5.1.7** Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.

**Examples:** Slavery, plantations, town meetings and town markets

**5.1.8** Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

**Examples:** John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn

**8.1.10** Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

**8.1.11** Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

## National Expansion and Reform: 1801 to 1861

**8.1.12** Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.

**8.1.13** Explain the main issues, consequences, and landmark decisions of the Marshall Court.

**8.1.14** Analyze the causes and consequences of the War of 1812.

**8.1.15** Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.

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## The American Revolution: 1763 to 1783

**5.1.9** Understand how political, religious, and economic ideas brought about the American Revolution

**Examples:** resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.

**5.1.10** Analyze the causes of the American Revolution as outlined in the Declaration of Independence.

**5.1.11** Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.

**Examples:** People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington;

Events: Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)

**5.1.12** Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution

**Examples:** Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben

**8.1.16** Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.

**8.1.17** Explain relationships and conflict between settlers and Native Americans on the frontier.

**8.1.18** Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

**8.1.19** Analyze the causes and effects of the Mexican War (1846-1848).

**8.1.20** Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

**8.1.21** Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

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**5.1.13** Identify contributions of women and minorities during the American Revolution.

**Examples:** Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant

**5.1.14** Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

## **Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800**

**5.1.15** Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

**Examples:** George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise

**5.1.16** Describe the origins and drafting of the Bill of Rights, ratified in 1791.

**8.1.22** Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

**8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

## **The Civil War and Reconstruction Period: 1850 to 1877**

**8.1.24** Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

**8.1.25** Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

**8.1.26** Compare and contrast the three plans for Reconstruction and evaluate the merits of each.

**8.1.27** Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

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**5.1.17** Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.

**Examples:** Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**5.1.18** Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.

**5.1.19** Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events

**Examples:** Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making**

**8.1.28** Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

**8.1.29** Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

**8.1.30** Using primary and secondary sources, analyze an issue confronting the United States from colonial time through the Reconstruction period.

**8.1.31** Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

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**5.1.20** Using primary\* and secondary sources\* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.

**Examples:** Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800

\* **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)

\* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)

**5.1.21** Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.

**Examples:** Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.

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<p><b>5.1.22</b> Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.  <b>Examples:</b> Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin</p>		
<p><b>STANDARD 2 – CIVICS AND GOVERNMENT</b></p>	<p><b>STANDARD 2 – CIVICS AND GOVERNMENT</b></p>	<p><b>STANDARD 2 – Development of the Industrial United States: 1870-1900</b></p>
<p>Students identify main components and characteristics of the United States government.          Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.</p> <p style="text-align: center;"><b>Foundations of Government</b></p> <p><b>5.2.1</b> Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> <p><b>5.2.2</b> Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.  <b>Examples:</b> The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</p> <p><b>*limited government:</b> the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights</p>	<p>Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.</p> <p style="text-align: center;"><b>Foundations of Government</b></p> <p><b>8.2.1</b> Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.</p> <p><b>8.2.2</b> Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.</p>	<p>Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900</p> <p><b>USH.2.1</b> Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)</p> <p><b>USH.2.2</b> Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)</p> <p><b>USH 2.3</b> Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there. (Government, Economics, Individuals, Society, and Culture)</p>



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**5.2.3** Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.

**Examples:** Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

**5.2.4** Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

**Example:** Union\*, popular sovereignty\*, republican government\* (representative government), constitutional government\* (constitutionalism), federal government (national government), federalism\* and individual rights\*

**\*union:** an alliance of citizens, colonies, states or other entities for mutual interest or benefit

**\*popular sovereignty:** government by consent of the governed who are the source of all authority in their government

**\*republican government:** type of government in which power is exercised by representatives chosen by the people

**8.2.3** Examine ways that the national government affects the everyday lives of people of the United States.

**USH.2.4** Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)

**USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups. (Economics, Geography, Individuals, Society, and Culture)

**USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations. (Government, Economics)

**USH.2.7** Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.

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\***constitutional government:** powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power

\***federalism:** type of government in which power is divided between a federal or national government and the states, such as the states of the United States

\***individual rights:** personal, political and economic rights possessed equally by each person

**5.2.5** Describe and give examples of individual rights guaranteed by the Bill of Rights.

**Examples:** The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

## Functions of Government

**5.2.6** Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.

## Functions of Government

**8.2.4** Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.

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**5.2.7** Identify the three branches of the United States government and explain the functions of each.

**Examples:** Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

## Roles of Citizens

**5.2.8** Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

**5.2.9** Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

**5.2.10** Use a variety of information resources\* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

**Examples:** Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.

**\*information resources:** print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

**8.2.5** Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

## Roles of Citizens

**8.2.6** Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

**8.2.7** Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

**8.2.8** Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

**8.2.9** Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

**8.2.10** Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

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STANDARD 3 – GEOGRAPHY	STANDARD 3 – GEOGRAPHY	STANDARD 3 – Emergence of the Modern United States: 1897-1920
<p>Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</p> <p style="text-align: center;"><b>The World in Spatial Terms</b></p> <p><b>5.3.1</b> Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.</p> <p style="text-align: center;"><b>Places and Regions</b></p> <p><b>5.3.2</b> Identify and describe cultural and physical regions of the United States</p> <p><b>5.3.3</b> Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.</p> <p><b>5.3.4</b> Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.  <b>Examples:</b> Near bodies of water, on lowlands, along a transportation route and</p>	<p>Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.</p> <p style="text-align: center;"><b>The World in Spatial Terms</b></p> <p><b>8.3.1</b> Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</p> <p style="text-align: center;"><b>Places and Regions</b></p> <p><b>8.3.2</b> Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).</p>	<p>Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.</p> <p><b>USH.3.1</b> Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)</p> <p><b>USH.3.2</b> Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)</p> <p><b>USH.3.3</b> Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)</p> <p><b>USH.3.4</b> Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Northern Securities Company v. United States</i> (1904), <i>Muller v. Oregon</i> (1908), <i>Schenck v. United States</i> (1919) and <i>Abrams v. United States</i> (1919).</p> <p><b>USH.3.5</b> Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)</p>

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near natural resources or sources of power

## Physical Systems

**5.3.5** Locate the continental divide and the major drainage basins in the United States.

**5.3.6** Use maps to describe the characteristics of climate regions of the United States.

**5.3.7** Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

## Human Systems

**5.3.8** Explain how the Spanish, British and French colonists altered the character and use of land in early America.

**5.3.9** Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.

## Physical Systems

**8.3.3** Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

**8.3.4** Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

## Human Systems

**8.3.5** Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

**8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.

**USH.3.6** Analyze the reasons why the United States became involved in World War I. (Government, Economics)

**USH.3.7** Analyze President Wilson's Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace. (Government)

**USH.3.8** Summarize the provisions of the Treaty of Versailles and analyze reasons why the treaty was never ratified by the U.S. Senate. (Government)

**USH.3.9** Explain the impact of "New" Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics, Geography)

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**5.3.10** Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.

**Examples:** Explain how economic competition for resources, boundary disputes, cultural differences and control of strategic locations contributed to these conflicts.

## Environment and Society

**5.3.11** Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

**Examples:** Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

**5.3.12** Describe and analyze how specific physical features influenced historical events and movements.

**Examples:** George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley

**8.3.7** Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

**8.3.8** Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

**8.3.9** Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

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STANDARD 4 – ECONOMICS	STANDARD 4 – ECONOMICS	Standard 4 – Modern United States Prosperity and Depression: Post WWI - 1939
<p>Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.</p> <p>Students consider the importance of economic decision making and how people make economic choices that influence their future.</p> <p><b>5.4.1</b> Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.</p> <p><b>5.4.2</b> Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p><b>Example:</b> Private ownership, markets, competition and rule of law</p> <p>* <b>market economy:</b> An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.</p> <p><b>5.4.3</b> Define types of trade barriers*.</p> <p><b>*trade barriers:</b> policies that hinder trade such as tariffs, quotas or embargos</p>	<p>Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.</p> <p><b>8.4.1</b> Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.</p> <p><b>8.4.2</b> Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.</p> <p><b>*traditional economy:</b> an economy in which resources are allocated based on custom and tradition</p> <p><b>*command economy:</b> an economy in which resources are allocated by the government or other central authority</p> <p><b>*market economy:</b> an economy in which resources are allocated by decisions of individuals and businesses</p> <p><b>*mixed economy:</b> an economic system combining private and public enterprise</p>	<p>Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.</p> <p><b>USH.4.1</b> Understand the significance of the pro-business policies of President’s Harding, Coolidge, and Hoover and the effect these policies had on the economy of the 1920s. (Economics, Government)</p> <p><b>USH.4.2</b> Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)</p> <p><b>USH.4.3</b> Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)</p> <p><b>USH.4.4</b> Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)</p> <p><b>USH.4.5</b> Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)</p>

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<p><b>5.4.4</b> Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.</p> <p><b>5.4.5</b> Explain how education and training, specialization and investment in capital resources* increase productivity*.</p> <p style="padding-left: 40px;"><b>*capital resources:</b> goods, such as tools, buildings and equipment, used in production</p> <p style="padding-left: 40px;"><b>*productivity:</b> the amount of goods and services produced in a period of time divided by the productive resources used</p> <p><b>5.4.6</b> Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p> <p><b>5.4.7</b> Predict the effect of changes in supply* and demand* on price.</p> <p style="padding-left: 40px;"><b>*supply:</b> what producers are willing and able to sell at various prices</p> <p style="padding-left: 40px;"><b>*demand:</b> what consumers are willing and able to buy at various prices</p>	<p><b>8.4.3</b> Explain how federal, state, and local governments are involved in the economy of the United States.</p> <p><b>8.4.4</b> Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.</p> <p><b>8.4.5</b> Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> <p><b>8.4.6</b> Trace the development of different kinds of money used in the United States.</p> <p><b>8.4.7</b> Trace the development of the banking system in the United States.</p> <p><b>8.4.8</b> Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p><b>USH.4.6</b> Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)</p> <p><b>USH.4.7</b> Analyze the impact the Great Depression had on America's standard of living (Economics, Government)</p> <p><b>USH.4.8</b> Identify and explain the significance of New Deal relief programs. (Government)</p> <p><b>USH.4.9</b> Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation</p>
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# US HISTORY VERTICAL ARTICULATION

**5.4.8** Analyze how the causes and effects of changes in price of certain goods\* and services\* had significant influence on events in United States history.

**Example:** The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.

**\*goods:** tangible objects, such as food or toys, that can satisfy people's wants

**\*services:** actions that someone does for someone else, such as dental care or trash removal

**5.4.9** Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.

**8.4.9** Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

**8.4.10** Compare and contrast job skills needed in different time periods in United States history.

# US HISTORY VERTICAL ARTICULATION

		<b>Standard 5 – The United States and World War II: 1939 – 1945</b>
		<p>Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.</p> <p><b>USH.5.1</b> Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation. (Government, Economics, Geography)</p> <p><b>USH.5.2</b> Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo. (Government; Individuals, Society and Culture)</p> <p><b>USH.5.3</b> Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)</p> <p><b>USH.5.4</b> Identify key leaders and events from World War II and explain the significance of each. (Government)</p> <p><b>USH.5.5</b> Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)</p>

# US HISTORY VERTICAL ARTICULATION

		<p><b>USH.5.6</b> Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government)</p> <p><b>USH.5.7</b> Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts. (Government)</p> <p><b>USH.5.8</b> Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)</p> <p><b>USH.5.9</b> Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.</p>
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# US HISTORY VERTICAL ARTICULATION

		<b>Standard 6 – Postwar United States: 1945 to 1960</b>
		<p>Students understand the political, economic, social and cultural development of the United States during the period from 1945 to 1960.</p> <p><b>USH.6.1</b> Understand the domino theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions (Cold War). (Government, Geography)</p> <p><b>USH.6.2</b> Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)</p> <p><b>USH.6.3</b> Describe the constitutional significance and lasting societal effects of the <i>United States Brown v. Board of Education</i> Supreme Court case. (Government)</p> <p><b>USH.6.4</b> Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)</p>

# US HISTORY VERTICAL ARTICULATION

		<b>Standard 7 – The United States in Troubled Times: 1960-1980</b>
		<p>Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.</p> <p><b>USH.7.1</b> Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)</p> <p><b>USH.7.2</b> Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)</p> <p><b>USH.7.3</b> Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)</p> <p><b>USH.7.4</b> Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.</p> <p><b>USH.7.5</b> Identify and analyze the significance of key decisions of the Warren Court. (Government)</p> <p><b>USH.7.6</b> Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)</p>

# US HISTORY VERTICAL ARTICULATION

		<p><b>USH.7.7</b> Identify areas of social tension from this time period and explain how social attitudes shifted as a result.</p> <p><b>USH.7.8</b> Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.</p> <p><b>USH.7.9</b> Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.</p> <p><b>USH.7.10</b> Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)</p> <p><b>USH.7.11</b> Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of United States v. Nixon. (Government)</p>
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# US HISTORY VERTICAL ARTICULATION

		<b>Standard 8 – The Contemporary United States: 1980 to the Present</b>
		<p>Students examine the political, economic, social and cultural developments of the United States during the period from 1980 to the present.</p> <p><b>USH.8.1</b> Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.</p> <p><b>USH.8.2</b> Describe developing trends in science and technology and explain how they impact the lives of Americans today such as: NASA and space programs; identification of DNA; the Internet; global climate change; and U.S. energy policy.</p> <p><b>USH.8.3</b> Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.</p> <p><b>USH.8.4</b> Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)</p> <p><b>USH.8.5</b> Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)</p> <p><b>USH.8.6</b> Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.</p>

# US HISTORY VERTICAL ARTICULATION

		<p><b>USH.8.7</b> Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: <i>Westside Community School District v. Mergens</i> (1990), <i>Reno v. American Civil Liberties Union</i> (1997), <i>Mitchell v. Helms</i> (2000) and <i>Bush v. Gore</i> (2000).</p> <p><b>USH.8.8</b> Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.</p> <p><b>USH.8.9</b> Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)</p>
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# US HISTORY VERTICAL ARTICULATION

		<b>Standard 9 – Historical Thinking</b>
		<p>Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.</p> <p><b>USH.9.1</b> Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.</p> <p><b>USH.9.2</b> Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.</p> <p><b>USH.9.3</b> Analyze multiple, unexpected, and complex causes and effects of events in the past.</p> <p><b>USH.9.4</b> Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p> <p><b>USH.9.5</b> Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</p>