



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

Working Together for Student Success

Indiana Academic Standards Correlation Guide United States History

Indiana Department of Education

College and Career Readiness

2007 U.S. History Standards

United States History

This two-semester course builds upon concepts developed in previous studies of American history and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students study the key events, people, groups and movements in the late nineteenth, the twentieth and early twenty-first centuries as they relate to life in Indiana and the United States.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; and individuals, society and culture (psychology, sociology and anthropology). One content area is the major focus of the course while the other areas support or become completely integrated into the subject. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

2014 U.S. History Standards

United States History – 1877 to Present

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

DOE Code 1542 (US HIST)

Recommended Grade Level: None

Recommended Prerequisites: None

Credits: 2 semester course, 1 credit each semester

Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

U.S. History Correlation

2007 U.S. History Standards

Standard 1 — Early National Development: 1775 to 1877

Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2 — Development of the Industrial United States: 1870 to 1900

Students will examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s

Students will examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

Standard 5 — The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

Standard 6 — Postwar United States: 1945 to 1960

Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Standard 7 — The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

Standard 8 — The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

Standard 9 — Historical Thinking

Students will 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.

2014 U.S. History Standards

Standard 1 — Early National Development: 1775 to 1877

Students review and summarize key ideas, events, people, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.

Standard 2 — Development of the Industrial United States: 1870 to 1900

Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.

Standard 3 — Emergence of the Modern United States: 1897 to 1920

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Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s

Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

Standard 5 — The United States and World War II: 1939 to 1945

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Standard 6 — Postwar United States: 1945 to 1960

Students examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

Standard 7 — The United States in Troubled Times: 1960 to 1980

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Standard 8 — The Contemporary United States: 1980 to the Present

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U.S. History Correlation

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2014 U.S. History Standards

Standard 1 — Early National Development: 1775 to 1877 Students will review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.	Standard 1 — Early National Development: 1775 to 1877 Students review and summarize key ideas, events, and developments from the Founding Era through the Civil War and Reconstruction, 1775 to 1877.
<p>USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents. (Government) Example: Northwest Ordinance (1787), United States Constitution (1787), Federalist Papers 10 and 51 (1787–1788), Bill of Rights (1791), Washington’s Farewell Address (1796), The Alien and Sedition Acts (1798), Jefferson’s First Inaugural Address (1801), Marbury v. Madison (1803) and McCulloch v. Maryland (1819)</p> <p>USH.1.2 Explain major themes in the early history of the United States. (Economics, Government) Example: Federalism, sectionalism and nationalism; expansion; states’ rights; and the political and economic difficulties encountered by Americans and Native American Indians such as slavery; and liberty versus order</p> <p>USH.1.3 Describe controversies pertaining to slavery, abolitionism, Dred Scott v. Sanford (1856) and social reform movements. (Government, Economics) Example: Temperance movement and women’s movement</p> <p>USH.1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time. (Government, Economics) Example: The election of Abraham Lincoln; succession; the Emancipation Proclamation; 13th, 14th and 15th Amendments; formation of the Ku Klux Klan; election of 1876; Civil Rights Cases (1883); and Jim Crow Laws</p>	<p>USH.1.1 Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents. (Government) 100 Milestone Documents</p> <p>USH.1.2 Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights. (Economics, Government)</p> <p>USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. (Government, Economics)</p> <p>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)</p>

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<p>Standard 2 — Development of the Industrial United States: 1870 to 1900</p> <p>Students will examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.</p>	<p>Standard 2 — Development of the Industrial United States: 1870 to 1900</p> <p>Students examine the political, economic, social and cultural development of the United States during the period from 1870 to 1900.</p>
<p>USH.2.1 Describe economic developments that transformed the United States into a major industrial power and identify the factors necessary for industrialization. (Economics) Example: Growth of the railroads, major inventions and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie</p> <p>USH.2.2 Identify key ideas, movements and inventions and explain their impact on rural communities and urban communities in the United States. (Economics, Sociology) Example: Growth of political machine politics (Boss Tweed), Populism (William Jennings Bryan), Grange Movement (Oliver Kelley), agricultural innovations (George Washington Carver, John Deere and Joseph F. Glidden), refrigerated box car (Andrew Chase), the elevator (Elisha Otis), the telephone (Alexander Graham Bell) and the contributions of Thomas Edison</p> <p>USH.2.3 Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration. (Government; Economics; Individuals, Society and Culture) Example: Jane Addams (Hull House); Jacob Riis (child labor); immigrant groups that provided cheap labor in the railroad, coal, steel and agriculture industries; Chinese Exclusionary Act (1882); and United States v. Wong Kim Ark (1898)</p> <p>USH.2.4 Describe the growth of unions and the labor movement and identify important labor leaders associated with these movements. (Government, Economics) Example: Homestead Strike (1892), Pullman Strike (1894), Haymarket Riots (1886), American Federation of Labor, Samuel Gompers, Eugene Debs and Terence Powderly</p>	<p>USH.2.1 Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization. (Economics)</p> <p>USH.2.2 Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States. (Economics, Sociology)</p> <p>USH.2.3 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> <p>USH.2.4 Explain how the lives of American Indians changed with the development of the West. (Government, Individuals, Society, and Culture)</p> <p>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)</p> <p>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)</p> <p>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.</p>

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- USH.2.5** Compare and contrast government attempts to regulate business and industry. (Government, Economics)
Example: Pendleton Act (1883), Interstate and Commerce Act (1887) and Sherman Anti-Trust Act (1890)
- USH.2.6** Describe the federal government's policy regarding migration of settlers and the removal of Native American Indians to western territories. (Government; Geography; Individuals, Society and Culture) **(USH.2.3 & USH.2.4 in 2014 standards)**
Example: The Homestead Act (1892) and the Dawes Act (1887)
- USH.2.7** Describe and analyze the lasting effect of "separate but equal" established by the U.S. Supreme Court in Plessey v. Ferguson (1896). (Government; Individuals, Society and Culture)

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- USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890). (Government, Economics)
- USH.2.9** Analyze the development of "separate but equal" policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students will examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

- USH.3.1** Identify the events and people central to the transformation of the United States into a world power. (Government, Geography)
Example: Events: Spanish-American War (1898), Annexation of Hawaii (1898), Open Door Policy (1899), building the Panama Canal (1903-1914) and World War I (1914-1918); People: William McKinley, John Hay, William Randolph Hearst, Theodore Roosevelt, Woodrow Wilson, Alfred Thayer Mahan and John J. Pershing
- USH.3.2** Explain how "The Roosevelt Corollary" (1904) modified the Monroe Doctrine (1823) justifying a new direction in United States foreign policy. (Government)
(Covered in USH.3.1 of 2014)
- USH.3.3** Compare President Woodrow Wilson's "Fourteen Points" address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I. (Government, Geography)
(USH.3.7 in 2014 standards)
- USH.3.4** Summarize the Versailles Treaty, the formation and purpose of League of Nations and the interrelationship between the two. (Government)
(USH.3.8 in 2014 standards)

Standard 3 — Emergence of the Modern United States: 1897 to 1920

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

- USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power. (Government, Geography)
- USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (Government; Economics; Individuals, Society, and Culture)
- USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. (Government; Economics; Individuals, Society, and Culture)
- USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: *Northern Securities Company v. United States* (1904), *Muller v. Oregon* (1908), *Schenck v. United States* (1919) and *Abrams v. United States* (1919).

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USH.3.5 Identify and compare the reforms of Theodore Roosevelt, William Howard Taft and Woodrow Wilson.

Example: Reforms brought about by the “Square Deal,” “New Nationalism” and “New Freedom”

(USH.3.3 in 2014 standards)

USH.3.6 Identify the contributions to American culture made by individuals and groups. (Individuals, Society and Culture)

Example: Frederick Law Olmsted (landscape architect – Central Park), Frances Willard (educator, women’s suffrage movement), Booker T. Washington (African-American educator, Tuskegee Institute), W.E.B. DuBois (early civil rights activist), Muckrakers (journalists such as Lincoln Steffens, Jacob Riis and Upton Sinclair), Women’s Christian Temperance Union (WCTU) and the National Association for the Advancement of Colored People (NAACP)

USH.3.7 Explain the impact of immigration, industrialization and urbanization in promoting economic growth. (Economics, Geography)

(USH.3.9 in 2014 standards)

USH.3.8 Describe the Progressive movement and its impact on political, economic and social reform. (Government; Economics; Individuals, Society and Culture)

Example: Initiative, referendum and recall; direct election of senators (17th Amendment); women’s suffrage (19th Amendment); workplace protection for women and children; expansion of public education; prohibition (18th Amendment); city manager and city commission forms of government; and conservation movement.

(USH.3.2 in 2014 standards)

USH.3.9 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United

(USH.3.4 in 2014 standards)

2014 U.S. History Standards

USH.3.5 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)

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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<p>Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s Students will examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.</p>	<p>Standard 4 — The Modern United States in Prosperity and Depression: 1920s and 1930s Students examine the political, economic, social and cultural development of the United States during the period from 1920 to 1939.</p>
<p>USH.4.1 Give examples of support shifting to big business during the postwar period between World War I and the Great Depression. (Government, Economics) Example: Policies of Warren G. Harding, Calvin Coolidge and Herbert Hoover</p> <p>USH.4.2 Describe the development of popular culture. (Individuals, Society and Culture) Example: Langston Hughes, F. Scott Fitzgerald, Jazz Age, Harlem Renaissance, radio, phonographs, motion pictures and federal funding of the arts</p> <p>USH.4.3 Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African-Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration. (Government; Economics; Geography; Individuals, Society and Culture)</p> <p>USH.4.4 Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living. (Government, Economics) Example: Breadlines and Hoovervilles, Smoot-Hawley Tariff, Near v. Minnesota (1931), Bonus Army Marches (1932), founding of the Congress of Industrial Organization (CIO), New Deal policies and programs (1933-1938), Wagner Act (1935), Court Packing Controversy (1937), the Dust Bowl, and West Coast Hotel v Parrish (1937)</p> <p>USH.4.5 Identify and describe the contributions of political and social reformers during the Great Depression. (Government; Economics; Individuals, Society and Culture) Example: Herbert Hoover, Franklin and Eleanor Roosevelt, Senator Huey Long, Dorothea Lange, and Mary McLeod Bethune</p> <p>USH.4.6 Describe New Deal legislation and its effect on government expansion and compare and contrast their views of New Deal proponents and opponents. (Government, Economics)</p> <p>USH.4.7 Describe technological developments during the 1920s and their impact on rural and urban America. (Economics; Geography; Individuals, Society and Culture) (USH.4.4 in 2014 standards) Example: The introduction of the automobile, Henry Ford's assembly line production, mechanization of agriculture, introduction of modern conveniences, increased urbanization and growing economic difficulties</p>	<p>USH.4.1 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>USH.4.2 Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)</p> <p>USH.4.3 Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)</p> <p>USH.4.4 Describe technological developments during the 1920s and explain their impact on rural and urban America. (Economics; Geography; Individuals, Society, and Culture)</p> <p>USH.4.5 Analyze the causes of the Great Depression and explain how they affected American society. (Economics; Individuals, Society, and Culture)</p> <p>USH.4.6 Identify and describe the contributions of political and social reformers during the Great Depression Era. (Government; Economics; Individuals, Society and Culture)</p> <p>USH.4.7 Analyze the impact the Great Depression had on America's standard of living (Economics, Government)</p> <p>USH.4.8 Identify and explain the significance of New Deal relief programs. (Government)</p> <p>USH.4.9 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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USH.4.8 Describe the cause and effect of American isolationism during the 1930s. (Government, Economics, Geography) **(USH. 5.1 in 2014 standards)**
Example: American preoccupation with economic conditions in the U.S., the military actions of Mussolini and Hitler, and the Neutrality Acts (1935-1937)

Standard 5 — The United States and World War II: 1939 to 1945

Students will examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

- USH.5.1** Compare and contrast President Franklin D. Roosevelt’s world view with that of Germany’s Adolf Hitler. (Government; Individuals, Society and Culture)
Example: Roosevelt’s 1941 State of the Union Message to Congress (“The Four Freedoms”), Declaration of War (December 11, 1941), the Atlantic Charter (1941) and Hitler’s May Day Speech (May 1, 1937)
- USH.5.2** Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)
Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)
- USH.5.3** Identify and describe key leaders and events during World War II. (Government)
Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia’s Joseph Stalin, Germany’s Adolf Hitler, Italy’s Benito Mussolini, Japan’s Tojo Hideki, and Generals Douglas MacArthur and Dwight Eisenhower; Events: Battle of Midway, Stalingrad, D-Day (Invasion of Normandy), Yalta Conference, Potsdam Conference, and dropping of Atomic bombs on Hiroshima and Nagasaki
- USH.5.4** Describe Hitler’s “final solution” policy and identify the Allied responses to the Holocaust. (Government, Geography)
- USH.5.5** Explain the significance of the Supreme Court cases *Korematsu v. United States* (1944) and *Hirabayashi v. United States* (1943), dealing with individual rights and national security during World War II. (Government)

2014 U.S. History Standards

Standard 5 — The United States and World War II: 1939 to 1945

Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences of the war on United States involvement in world affairs.

- USH.5.1** 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)
(was USH.4.8 in 2007 standards)
- USH.5.2** 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)
- USH.5.3** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II. (Government, Geography)
- USH.5.4** Identify key leaders and events from World War II and explain the significance of each. (Government)
- USH.5.5** Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes. (Government; Geography; Individuals, Society and Culture)
- USH.5.6** 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)

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USH.5.6 Identify and describe the impact of World War II on American culture and economic life. (Government; Economics; Geography; Individuals, Society and Culture)

Example: Changes in the workforce, African-Americans in the military, rationing, mobilization of resources, use of media and communications, services available to returning veterans, sacrifice of lives and the effect on families, the G.I. Bill, and technological improvements in agriculture and industry

Standard 6 — Postwar United States: 1945 to 1960

Students will examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

USH.6.1 Describe 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)

Example: Events: Truman Doctrine (March 12, 1947), the Marshall Plan (1947), North American Treaty Alliance (NATO, 1949), Korean War (1951–1953), Immigration and Naturalization Act (1952), Taft-Hartley Act, and Supreme Court cases Dennis v. United States (1951) and Yates v. United States (1957); People: Harry Truman, Senator Joseph McCarthy, Dwight Eisenhower, Secretary of State John Foster Dulles, and Douglas MacArthur

USH.6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle. (Government; Economics; Individuals, Society and Culture)

Example: Executive Order 9981, Jackie Robinson and the desegregation of professional baseball (1947), Thurgood Marshall, Rosa Parks and the Montgomery Bus Boycott (1955-1956), the Civil Rights Act (1957), and the Little Rock school crisis (1957-1958)

USH.6.3 Describe the constitutional significance and lasting effects of the United States Supreme Court case Brown v. Board of Education. (Government; Economics; Individuals, Society and Culture)

USH.6.4 Summarize the economic and social changes in American life brought about by converting a wartime economy to a peace-time economy. (Economics; Individuals, Society and Culture)

Example: Growth of suburbia, the baby boom generation, opportunities for African-Americans and women, and the influence of popular culture

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USH.5.7 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)

USH.5.8 Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture)

USH.5.9 Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.

Standard 6 — Postwar United States: 1945 to 1960

Students examine the political, economic, social and cultural development of the United States during the period from 1945 to 1960.

USH.6.1 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)

USH.6.2 Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)

USH.6.3 Describe the constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case. (Government)

USH.6.4 Summarize key economic and social changes in post-WW II American life. (Individuals, Society and Culture)

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Standard 7 — The United States in Troubled Times: 1960 to 1980

Students will examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

USH.7.1 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)

Example: People: John F. Kennedy; Robert Kennedy; Lyndon B. Johnson; Reverend Martin Luther King, Jr.; Malcolm X; Stokely Carmichael; George Wallace; Earl Warren; Organizations: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC); Congress of Racial Equality (CORE); Student Non-Violent Coordinating Committee (SNCC); the American Indian Movement (AIM); Events: March on Washington (1963); Medgar Evers and University of Mississippi desegregation (1962); Civil Rights protests in Birmingham and Selma, Alabama (1963 and 1965)

USH.7.2 Read Reverend Martin Luther King, Jr.'s "I Have a Dream" speech (1963) and "Letter from Birmingham Jail" (1963) and summarize the main ideas in each. (Government, Economics)

USH.7.3 Identify and describe federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

Example: "War on Poverty," the "Great Society," Volunteers In Service to America (VISTA), Civil Rights Act of 1964, Voting Act of 1965, school desegregation, Heart of Atlanta Motel v. United States (1964) and Miranda v. Arizona (1966)

USH.7.4 Identify the problems confronting women, immigrants and Native American Indians during this period of economic and social change and describe the solutions to these problems. (Government; Economics; Individuals, Society and Culture)

Example: Discrimination in education and the work place, Cesar Chavez' formation of the United Farm Workers, Roe v. Wade (1973), affirmative action, Self-Determination and Educational Assistance Act (1975), Equal Opportunity Acts (beginning in 1963), and Immigration Reform Act of 1965

2014 U.S. History Standards

Standard 7 — The United States in Troubled Times: 1960 to 1980

Students examine the political, economic, social and cultural development of the United States during the period from 1960 to 1980.

USH.7.1 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)

USH.7.2 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)

USH.7.3 Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government, Economics)

USH.7.4 Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.

USH.7.5 Identify and analyze the significance of key decisions of the Warren Court. (Government)

USH.7.6 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)

USH.7.7 Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

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USH.7.5 Identify and describe United States foreign policy issues during the 1960s and 1970s. (Government, Geography)

Example: Vietnam War, Pentagon Papers (New York Times v. United States, 1971), U.S. relationship with newly independent African nations, Middle Eastern relations and relations with China

USH.7.6 Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race and the SALT agreements. (Government, Geography)

USH.7.7 Describe United States' involvement in Vietnam and reactions by Americans to this involvement.

USH.7.8 Identify causes and the effects of Richard Nixon's decision to resign the Presidency and explain the constitutional significance of the Watergate Scandal and the United States Supreme Court case *United States v. Nixon*. (Government)

USH.7.8 Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

USH.7.9 Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

USH.7.10 Explain and analyze U.S. foreign policy issues during the 1960s and 1970s. (Africa, Middle East, China)

USH.7.11 Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of *United States v. Nixon*. (Government)

Standard 8 — The Contemporary United States: 1980 to the Present

Students will examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

Standard 8 — The Contemporary United States: 1980 to the Present

Students examine the political, economic, social and cultural development of the United States during the period from 1980 to the present.

USH.8.1 Describe United States domestic issues and identify trends that occur from 1980 to the present.

Example: Air traffic controllers strike (1981), Equal Access Act (1984), Gramm-Rudman-Hollings Act (1985), Iran-Contra Scandal (1986), impeachment of President William Jefferson Clinton (1998–1999), presidential election of 2000, and the attacks of and reaction to September 11, 2001

USH.8.2 Identify and describe important United States foreign policy issues, the people involved and the impact on the country. (Government, Geography, Economics)

Example: Hostage crises in the Middle East; the end of the Cold War and Ronald Reagan; the Gulf War and George H.W. Bush; the armed conflicts in Afghanistan and Iraq and George W. Bush, Saddam Hussein and Osama bin Laden; and nuclear and biological proliferation throughout the world

USH.8.1 Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

USH.8.2 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.

USH.8.3 Discuss and explain the significance of the rise of the new conservative coalition of the 1980's.

USH.8.4 Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it. (Economics)

USH.8.5 Explain how the Cold War ended and identify new challenges to U.S. leadership in the world. (Economics, Geography)

U.S. History Correlation

2007 U.S. History Standards

USH.8.3 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000) and Bush v. Gore (2000).

USH.8.4 Describe developing trends in science and technology and explain how they impact the lives of Americans today. **(8.2 – 2014)**

Example: NASA and space programs; identification of human, animal and plant DNA; Internet I and II and the Worldwide Web; global climate change; and U.S. energy policy

USH.8.5 Describe social, economic and political issues and how they impact individuals and organizations. (Government; Economics; Geography; Individuals, Society and Culture)

Example: Immigration, affirmative action and the rights of minorities and women, Social Security and changing demographics, wage earnings and income disparity, and government entitlements such as food stamps and Medicare **(8.1 – 2013)**

USH.8.6 Analyze the impact of globalization on U.S. economic, political and foreign policy. (Government, Economics, Geography)

Example: Integration of financial markets, terrorism and dependence on foreign oil

2014 U.S. History Standards

USH.8.6 Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.

USH.8.7 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000) and Bush v. Gore (2000).

USH.8.8 Explain the background and significance of the September 11, 2001 terrorist attack and the resulting War on Terror.

USH.8.9 Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy. (Government, Economics, Geography)

U.S. History Correlation

2007 U.S. History Standards

Standard 9 — Historical Thinking

Students will 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.

USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

Example: Using maps, databases and graphic organizers, such as flow charts, concept webs and Venn diagrams, identify and describe patterns of change regarding the relationship of the United States and Soviet Union leading up to and during the Cold War.

USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Example: Use electronic and print sources – such as autobiographies, diaries, maps, photographs, letters, newspapers and government documents – to compare accounts and perspectives related to America’s involvement in the Vietnam conflict.

USH.9.3 Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.

Example: The bombing of Pearl Harbor, the Stock Market Crash and Great Depression, and U.S. involvement in Afghanistan

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Example: The Scopes Trial, the Red Scare, Japanese internment during World War II, Watergate hearings and the actions of President Nixon, and U.S. involvement in Iran and Iraq

USH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Example: Use digital archives to research and make presentations about the women’s movement, the 2000 Presidential election or current immigration issues.

USH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Example: Herbert Hoover and the Great Depression, Japanese internment, the decision to drop the atomic bomb on Hiroshima, and the impeachment of President William Jefferson Clinton

2014 U.S. History Standards

Standard 9 — Historical Thinking

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.

CHECK THE CONTENT AREA LITERACY STANDARDS FOR HISTORY/SOCIAL STUDIES FOR STANDARD 9

USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.

USH.9.2 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.

USH.9.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

USH.9.5 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

U.S. History Correlation