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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards United States History: 1877 to Present Crosswalk

United States History Crosswalk: 2014 and 2020

2014 Standard Language	2020 Standard Language	Changes
United States History		
Standard 1 - Early National Development: 1775 to 1877		
NO CHANGES MADE TO STANDARD 1.		
Standard 2 - Development of the Industrial United States: 1870 to 1900		
USH 2.1: Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization.	USA 2.1: Explain the causes and consequences of the Industrial Revolution.	Simplified wording
USH 2.2: Explain key ideas, movements, and inventions, and summarize their impact on rural and urban communities throughout the United States.	USH 2.2: Explain the urban and rural responses to the challenges of the Gilded Age.	Simplified wording
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.	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, including Buffalo Soldiers, the Irish, the Chinese.	Added <i>including Buffalo Soldiers, the Irish, and the Chinese</i>
USH 2.4: Explain how the lives of American Indians changed with the development of the West.	USH 2.4: Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.	Standard rewritten with similar content.

<p>USH 2.9: Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case.</p>	<p>USH 2.9 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the reasons why African Americans in the South did not have civil rights in the years following Reconstruction.</p>	<p>Added <i>Explain the reasons why African Americans in the South did not have civil rights in the years following Reconstruction.</i></p>
<p>Standard 3 - Emergence of the United States: 1897 to 1920</p>		
<p>USH 3.1: Describe the events and people central to the transformation of the United States developing into a world power.</p>	<p>USH 3.1: Explain the debates surrounding America’s entrance into global imperialism.</p>	<p>Standard rewritten.</p>
<p>USH 3.5: Identify and give the significance of contributions to American culture made by individuals and groups such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair.</p>	<p>USH 3.5: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair and including movements such as the Harlem Renaissance, women’s suffrage, labor movements, socialist movement.</p>	<p>Added <i>including movements such as the Harlem Renaissance, women’s suffrage, labor movements, and socialist movements.</i></p>
<p>USH 3.9: Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth.</p>	<p>USH 3.9: Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.</p>	<p>Standard rewritten.</p>
<p>Standard 4 - Modern United States in Prosperity and Depression: 1920’s to 1930’s</p>		

<p>USH 4.1: Understand the significance of the pro-business policies of President Harding, Coolidge, and Hoover, and the effects these policies had on the economy of the 1920s.</p>	<p>USH 4.1: Explain the significance of protectionist business policies in the 1920 and the effect they had on the economy.</p>	<p>Standard rewritten.</p>
<p>USH 4.2: Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society.</p>	<p>USH 4.2: Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions</p>	<p>Removed <i>analyze how these movements reflected and changed American society.</i></p> <p>Added <i>including the emergence of women in the public sphere and the professions</i></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.</p>	<p>USH 4.3: Assess the causes of the resurgence of conservative cultural movements in the early twentieth century, including the Ku Klux Klan, the Red Scare and Prohibition.</p>	<p>Standard rewritten..</p>
<p>USH 4.4: Describe technological developments during the 1920s and explain their impact on rural and urban Americans.</p>	<p>USH 4.4: Identify technological developments during the 1920s and explain their impact on rural and urban Americans.</p>	<p>Removed <i>Describe</i></p> <p>Added <i>Identify</i></p>
<p>USH 4.5: Analyze the causes of the Great Depression and explain how they affected American society.</p>	<p>USH 4.5: Analyze the causes of the Great Depression and its social and cultural impacts.</p>	<p>Removed <i>explain how they affected American society</i></p> <p>Added <i>and its social and cultural impacts</i></p>
<p>USH 4.7: Analyze the impact the Great Depression had on America’s standard of living.</p>	<p>USH 4.7: Assess the economic impact of the Great Depression on all Americans.</p>	<p>Standard rewritten.</p>

<p>USH 4.8: Identify and explain the significance of New Deal relief programs.</p>	<p>USH 4.8: Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act</p>	<p>Standard rewritten.</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>	<p>USH 4.9: Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.</p>	<p>Standard rewritten.</p>
<p>Standard 5 - The United States and World War II: 1939 to 1945</p>		
<p>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.</p>	<p>USH 5.6: Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.</p>	<p>Standard rewritten.</p>
<p>USH 5.8: Identify and describe the impact of World War II on American culture.</p>	<p>USH 5.8: Explain the role of World War II as a catalyst for social change.</p>	<p>Standard rewritten.</p>
<p>USH 5.9: Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.</p>	<p>USH 5.9: Explain the origins of the Cold War. .</p>	<p><i>Removed how World War II led to the rise of the United States and the Soviet Union as rival superpowers</i></p> <p><i>Added the origins of the Cold War</i></p>

Standard 6 - Post War United States: 1945 to 1960

<p>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.</p>	<p>USH 6.1: Analyze the principal of containment, including the Domino Theory.</p>	<p>Standard simplified.</p>
<p>USH 6.2: Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).</p>	<p>USH 6.2: Explain the origins of the Civil Rights Movement in the North and South.</p>	<p>Standard rewritten with similar content.</p>
<p>USH 6.3: Describe the Constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case.</p>	<p>USH 6.3: Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).</p>	<p>Standard rewritten with similar content.</p>
<p>USH 6.4: Summarize key economic and social changes in post-WW II American life.</p>	<p>USH 6.4: Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.</p>	<p>Removed <i>Summarize</i></p> <p>Added <i>Discuss</i></p> <p>Added <i>including the Second Red Scare and its effects on American culture</i></p>
<p>Standard 7 - United States in Troubled Times: 1960 to 1980</p>		
<p>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.</p>	<p>USH 7.1: Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBT community, and women to assert their social and civic rights in the years following World War II.</p>	<p>Standard rewritten.</p>

<p>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.</p>	<p>USH 7.3: Assess the social and economic programs of the Johnson era, including policies and legal rulings.</p>	<p>Standard rewritten.</p>
<p>USH 7.7: Identify areas of social tension from this time period and explain how social attitudes shifted as a result.</p>	<p>USH 7.7: Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.</p>	<p>Added <i>including the Immigration Reform Act of 1965.</i></p>
<p>USH 7.10: Explain and analyze U.S. foreign policy with regards to issues during the 1960s and 1970s.</p>	<p>USH 7.10: Explain and analyze U.S. foreign policy with regards to Africa, Middle East, and China during the 1960s and 1970s.</p>	<p>Removed <i>issues</i> Added to <i>Africa, Middle East, and China.</i></p>
<p>Standard 8 - Pax Americana: 1980 to 2001</p>		
<p>USH 8.3: Explain the significance of the rise of the new conservative coalition of the 1980's.</p>	<p>USH 8.3: Discuss the origins of the New Right, including the Moral Majority, in the 1980's.</p>	<p>Removed <i>explain the significance of the rise of the new conservative coalition of the 1980's.</i> Added <i>the origins of the New Right, including the Moral Majority, in the 1980's</i></p>
<p>USH 8.4: Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it.</p>	<p>USH 8.4: Explain the assumptions of supply-side economics or "Reaganomics" implemented it.</p>	<p>Removed <i>and how the Reagan administration implemented it.</i></p>
<p>USH 8.5: Explain how the Cold War ended and identify new</p>	<p>USH 8.5: Explain how and why the Cold War came to an end</p>	<p>Standard rewritten.</p>

challenges to U.S. leadership in the world.	and identify new obstacles to US leadership in the world.	
USH 8.6: Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.	USH 8.6: Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.	Standard rewritten.
USH 8.8: Explain the background and significance of the September 11, 2001 terrorist attacks and the resulting War on Terror.	USH 8.8: Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.	Removed <i>significance</i> Removed <i>and the resulting War on Terror.</i> Added <i>effects</i> Added <i>on US foreign and domestic policy.</i>
USH 8.9: Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy.	USH 8.9: Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy, including NAFTA.	Added <i>including NAFTA</i>
USH 8.10 <i>Standard did not exist.</i>	USH 8.10: Explain the causes and consequences of deindustrialization in the United States after 1970.	New standard

Standard 9 - Post 9/11 United States

STANDARD AND INDICATORS ARE NEW FOR 2020.

Standard 10 - Historical Thinking

USH 10.1: Identify patterns of historical succession and duration in which historical events have unfolded and	USH 10.1: Cultivate historical thinking, including the ability to evaluate competing	Standard rewritten.
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apply them to explain continuity and change.	explanations for historical change.	
USH 10.4: Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.	USH 10.4: Assess competing historical interpretations of a particular historical moment, historical event, or historical change.	Standard rewritten.
USH 10.5: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.	USH.10.5: Develop arguments, defended with historical evidence, which explain historical change.	Standard rewritten.