



INDIANA  
DEPARTMENT *of*  
EDUCATION

2026 Indiana Academic Standards

# SOCIAL STUDIES

## U.S. HISTORY

**Indiana Department of Education**

100 N. Senate Ave.

Indianapolis, IN 46204



## Indiana Academic Standards Context and Purpose

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### Introduction

The Indiana Academic Standards for U.S. History are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code [\(IC\) 20-31-3-3](#), the Indiana Department of Education (IDOE) facilitated the formal revision of the Indiana Academic Standards for K-12 Social Studies. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service. Select standards are identified as essential for mastery by the end of the grade level in alignment with IDOE’s 2023 post-secondary essential skills study. “Essential” standards are indicated with grey shading and an “E.”

### What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and a variety of stakeholders understand the appropriate content for each grade level or course, and within each content area domain. All standards are required to be taught and should form the basis for strong core instruction for every student enrolled in the designated grade level or course. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM, can be integrated with the content standards.

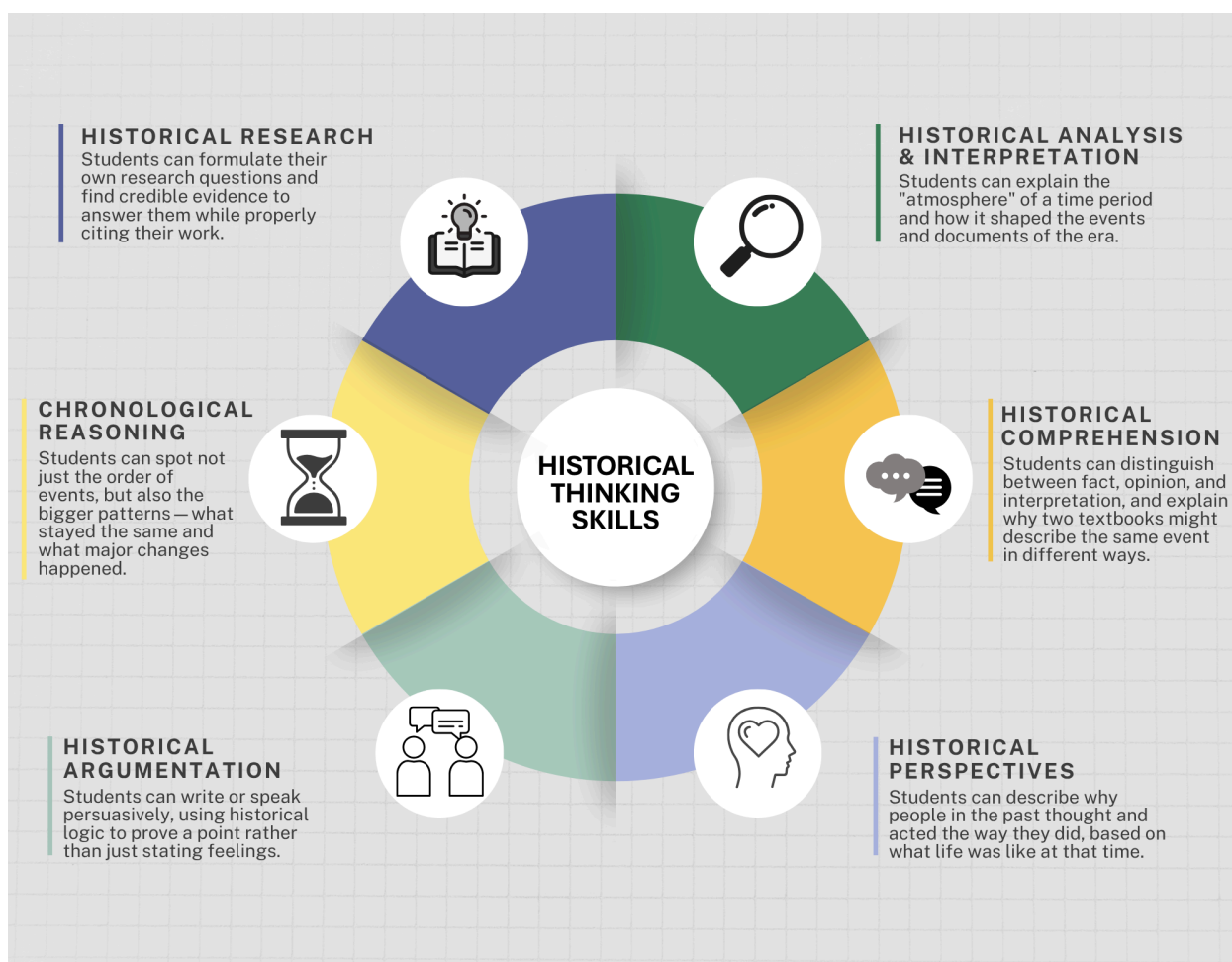
### Content-Specific Considerations

The Indiana Academic Standards for U.S. History indicate what students should know and be able to do by the end of the course, including those designated as “essential” for student mastery.

The National Council for the Social Studies' College, Career, and Civic Life (C3) Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. IDOE's formal review process incorporated principles of the C3 Framework to enhance critical thinking skills, increase rigor, and promote literacy skills within the standards.

## Historical Thinking Skills

Historical thinking skills enable students to analyze, interpret, and understand the past through evidence-based reasoning and contextual understanding. The six skills featured here underpin all of Indiana's social studies standards and should be a primary consideration for schools when implementing developmentally appropriate social studies instruction for all K-12 students. All thinking skills have equal value but are addressed differently depending on a student's grade level and ability. Schools have considerable flexibility when providing students opportunities to develop these thinking skills, as there is no prescribed starting point or sequence.



## Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to especially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

## U.S. History

*Standards identified as essential for mastery by the end of the course are indicated with gray shading and an “E.” The learning outcome statement for the course immediately precedes the first domain.*

<b>Learning Outcome:</b> 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 using primary and secondary sources to explore topical issues to understand the cause for changes in the nation over time.	
<b>Domain 1: Early National Development: 1775 to 1877</b>	
<b>USH.1.1</b>	Analyze key documents from the Founding Era and major ideas about government, individual rights, and the general welfare embedded in these documents.
<b>USH.1.2</b>	Identify and summarize the causes and effects of slavery, the Civil War, abolitionism, social reform movements, and Reconstruction. (E)
<b>Domain 2: Development of the Industrial United States: 1870 to 1900</b>	
<b>USH.2.1</b>	Explain the causes of the Industrial Revolution and its social, political, and economic outcomes.
<b>USH.2.2</b>	Analyze the political and social factors associated with the development of the West and impact on the lives of various groups. (E)
<b>USH.2.3</b>	Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights through Jim Crow Laws and the effects of these policies. (E)
<b>Domain 3: Emergence of the Modern United States: 1897 to 1920</b>	
<b>USH.3.1</b>	Explain the debates surrounding America’s entrance into global imperialism.
<b>USH.3.2</b>	Explain the impact of political, social, and cultural movements of the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women’s Suffrage, labor movements, and socialist movement. (E)
<b>USH.3.3</b>	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).
<b>USH.3.4</b>	Analyze why the United States joined World War I and how the war affected the nation. (E)
<b>USH.3.5</b>	Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

<b>Domain 4: Prosperity and Depression: 1920s and 1930s</b>	
<b>USH.4.1</b>	Identify new cultural and technological movements of the 1920s, and explain their impacts on Americans. (E)
<b>USH.4.2</b>	Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
<b>USH.4.3</b>	Analyze the causes of the Great Depression and its social, cultural, political, and economic impacts on all Americans. (E)
<b>USH.4.4</b>	Analyze the strengths and weaknesses of the first and second New Deal, as well as the short- and long-term impacts.
<b>Domain 5: The United States and World War II: 1939 to 1945</b>	
<b>USH.5.1</b>	Identify and explain key events at home and abroad from Versailles to Pearl Harbor that resulted in the United States' entry into World War II. (E)
<b>USH.5.2</b>	Identify key leaders and events from World War II, and explain the significance of each.
<b>USH.5.3</b>	Describe the policies that led up to the Holocaust and Hitler's state-sponsored "Final Solution" and explain the Allied response to war crimes. (E)
<b>USH.5.4</b>	Explain the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, and women at war and on the homefront during World War II and explain how they were a catalyst for social change. (E)
<b>USH.5.5</b>	Summarize the efforts the government made to convert to a wartime economy, how it affected Americans, and evaluate the successes or failures of these efforts.
<b>Domain 6: Mid-Twentieth Century America: 1945 to 1980</b>	
<b>USH.6.1</b>	Describe the challenges involved with the enforcement of desegregation directives in <i>Brown v. Board of Education of Topeka</i> (1954). (E)
<b>USH.6.2</b>	Analyze key economic, cultural, political, and social changes in post-World War II American life.
<b>USH.6.3</b>	Explain the origins and cultural, economic, and political implications of the Cold War.
<b>USH.6.4</b>	Explain and analyze U.S. foreign policies and conflicts during the Cold War, including relations between the United States and the Soviet Union. (E)
<b>USH.6.5</b>	Explain the efforts of minority groups and women to assert their social, economic, and civic rights during this period. (E)
<b>USH.6.6</b>	Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, Malcolm X) to bring about equal rights during the Civil Rights Movement.

<b>USH.6.7</b>	Evaluate the presidential administrations from Truman to Carter, including domestic and foreign policy, programs, and legal rulings.
<b>USH.6.8</b>	Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1945 to 1980.
<b>USH.6.9</b>	Identify and analyze the significance of key decisions of the Warren Court.
<b>USH.6.10</b>	Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of United States v. Nixon.
<b>Domain 7: United States: 1980 to Present</b>	
<b>USH.7.1</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. (E)
<b>USH.7.2</b>	Describe developing trends in science, media, and technology (especially social media, the Internet, and computing), and explain how they impact the lives of Americans and the democratic processes.
<b>USH.7.3</b>	Evaluate the presidential administrations from Reagan to the present, including domestic and foreign policy, programs, and legal rulings. (E)
<b>USH.7.4</b>	Explain the background and effects of the September 11, 2001 terrorist attacks on U.S. foreign and domestic policy. (E)
<b>USH.7.5</b>	Explain the causes and impacts of deindustrialization and globalization in the United States after 1980.
<b>USH.7.6</b>	Explain the origins and the impacts of the American Conservative Revolution in the 1980s on the economic, political, cultural, and social lives of Americans. (E)
<b>USH.7.7</b>	Assess the decisions of the Supreme Court, especially those which address the contests among individual citizens, workers, and corporations.
<b>USH.7.8</b>	Evaluate and compare various social and political movements from 1980 to the present.