



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
SOCIAL STUDIES

U.S. HISTORY



Indiana Academic Standards Context and Purpose

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) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. 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.

All standards are required to be taught. Standards identified as essential for mastery by the end of the course are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

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

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each course, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. 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, including textbooks and any other supplementary materials, 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 and employability skills 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. Examples, when provided within the context of a standard,

are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

The Indiana Department of Education 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 specially 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 precedes the standards.

Learning Outcome: 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.	
Early National Development: 1775 to 1877	
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.
USH.1.2	Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
Development of the Industrial United States: 1870 to 1900	
USH.2.1	Explain the causes and consequences of the Industrial Revolution.
USH.2.2	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, and the Chinese. (E)
USH.2.3	Articulate the causes and consequences of Indian wars in the West, and explain how the lives of Native Americans changed with the development of the West. (E)
USH.2.4	Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.
USH.2.5	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 in the South and the effects of these policies in future years. (E)
USH.2.6	Describe and assess the contribution of Benjamin Harrison to national policies on environmental protection, business regulation, immigration, and civil rights.
Emergence of the Modern United States: 1897 to 1920	
USH.3.1	Explain the debates surrounding America’s entrance into global imperialism.
USH.3.2	Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)
USH.3.3	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).
USH.3.4	Explain the importance of social and cultural movements within 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)

USH.3.5	Analyze the reasons why the United States became involved in World War I. (E)
USH.3.6	Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
Modern United States in Prosperity and Depression: 1920s and 1930s	
USH.4.1	Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace. (E)
USH.4.2	Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
USH.4.3	Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
USH.4.4	Analyze the causes of the Great Depression and its social and cultural impacts. (E)
USH.4.5	Assess the economic impact of the Great Depression on all Americans.
USH.4.6	Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.
USH.4.7	Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking. (E)
The United States and World War II: 1939 to 1945	
USH.5.1	Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States' entry into World War II. (E)
USH.5.2	Identify key leaders and events from World War II, and explain the significance of each.
USH.5.3	Describe Hitler's "final solution" policy, and explain the Allied responses to the Holocaust and war crimes. (E)
USH.5.4	Explain the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, and women during World War II. (E)
USH.5.5	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.
USH.5.6	Explain the role of World War II as a catalyst for social change.
USH.5.7	Explain the origins of the Cold War. (E)
Post War United States: 1945 to 1960	
USH.6.1	Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). (E)
USH.6.2	Discuss key economic and social changes in post-World War II American life, including the Second Red Scare and its effects on American culture.
United States in Troubled Times: 1960 to 1980	

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USH.7.1	Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II. (E)
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.
USH.7.3	Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.
USH.7.4	Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1960 to 1980.
USH.7.5	Identify and analyze the significance of key decisions of the Warren Court.
USH.7.6	Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems. (E)
USH.7.7	Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980. (E)
USH.7.8	Explain and analyze U.S. foreign policy with regard to Africa, the Middle East, and China during the 1960s and 1970s.
USH.7.9	Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of <i>United States v. Nixon</i> .
United States: 1980 to 2001	
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. (E)
USH.8.2	Describe developing trends in science and technology, and explain how they impact the lives of Americans today, including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
USH.8.3	Explain how and why the Cold War came to an end and identify new obstacles to U.S. leadership in the world. (E)
USH.8.4	Explain the background and effects of the September 11, 2001 terrorist attacks on U.S. foreign and domestic policy. (E)
USH.8.5	Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including the North American Free Trade Agreement (NAFTA).
USH.8.6	Explain the causes and consequences of deindustrialization in the United States after 1970.
Post 9/11 United States	
USH.9.1	Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor. (E)
USH.9.2	Assess the decisions of the John Roberts Court, especially those which addressed the contests among individual citizens, workers, and corporations.

USH.9.3	Reflect on the role of media and social media in the democratic process. (E)
Historical Thinking	
USH.10.1	Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
USH.10.2	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.10.3	Analyze multiple, unexpected, and complex causes and effects of events in the past.
USH.10.4	Assess competing historical interpretations of a particular historical moment, event, or change.
USH.10.5	Develop arguments, defended with historical evidence, which explain historical change.