



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS

SOCIAL STUDIES

U.S. HISTORY



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for U.S. History are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors 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 Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector 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 content connectors 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 connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. 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 content connectors designed to prepare Indiana students for success after graduation.

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Standards and content connectors identified as essential for mastery by the end of the course are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
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.1.1a: Identify major themes from the Declaration of Independence and the Constitution, such as individual rights and limited government.
USH.1.2: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.	USH.1.2a: Identify the controversies pertaining to slavery and abolitionism.
Development of the Industrial United States: 1870 to 1900	
USH.2.1: Explain the causes and consequences of the Industrial Revolution.	USH.2.1a: Identify the consequences of the industrial revolution, such as increased production and efficiency, growth of urban areas, and increased wages. (E)
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.2.2a: Explain how the settlement of the west affected the Irish and Chinese immigrants.
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.2.3a: Explain the causes of the Indian Wars in the West, and identify how the lives of Native Americans changed with the development of the West.
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.2.4a: Identify how industrialization and immigration led to social movements such as labor unions and women's rights. (E)
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.2.5a: Describe how the "separate but equal" ruling in Plessy vs. Ferguson impacted the lives of African Americans. (E)

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<p>USH.2.6: Describe and assess the contribution of Benjamin Harrison to national policies on environmental protection, business regulation, immigration, and civil rights.</p>	<p>USH.2.6a: Identify the contributions of Benjamin Harrison to national policies such as the Sherman Anti -Trust Act, and creation of the National Forest Reserves.</p>
<p>Emergence of the Modern United States: 1897 to 1920</p>	
<p>USH.3.1: Explain the debates surrounding America’s entrance into global imperialism.</p>	<p>USH.3.1a: Identify examples of American Imperialism.</p>
<p>USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)</p>	<p>USH.3.2a: Identify the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.</p>
<p>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).</p>	<p>USH3.3a: Identify the role Muller v. Oregon played in women's rights in the workplace and how Schenk v. United States is used to limit the freedom of speech.</p>
<p>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)</p>	<p>USH.3.4a: Identify important contributions of Upton Sinclair, Booker T. Washington, W.E.B. Dubois, and Ida Wells to social and cultural movements, including Harlem Renaissance, Women's suffrage, and labor movements. (E)</p>
<p>USH.3.5: Analyze the reasons why the United States became involved in World War I. (E)</p>	<p>USH.3.5a: Identify the reasons why the United States became involved in WWI, such as unrestricted submarine warfare and the Zimmerman telegram. (E)</p>
<p>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.</p>	<p>USH.3.6a: Identify the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities, including language barriers, ethnic neighborhoods, and poor wages.</p>

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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.4.1a: Identify women’s role in the workforce in the 1920s. (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.4.2a: Explain how immigration led to new reform movements, Vigilante Groups, and the Red Scare.
USH.4.3: Identify technological developments during the 1920s and explain their impact on rural and urban Americans.	USH.4.3a: 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.4.4a: Identify the causes of the Great Depression and identify two social/cultural impacts. (E)
USH.4.5: Assess the economic impact of the Great Depression on all Americans.	USH.4.5a: Identify the economic impact of the Great Depression on all Americans including high unemployment rate, increased poverty, and increased number of bank failures. (E)
USH.4.6: Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.	USH.4.6a: Identify at least one strength and one weakness of 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)	USH.4.7a: Identify how the Second New Deal brought about long-term effects of unemployment insurance, banking stability, and other social welfare programs. (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.5.1a: Identify how the bombing of Pearl Harbor led to the United States' entry into WWII. (E)
USH.5.2: Identify key leaders and events from World War II, and explain the significance of each.	USH.5.2a: Identify key leaders and events from World War II.
USH.5.3: Describe Hitler’s “final solution” policy, and explain the Allied responses to the Holocaust and war crimes. (E)	USH.5.3a: Define Hitler's "Final Solution," and identify the Allied response to the Holocaust. (E)

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USH.5.4: Explain the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, and women during World War II. (E)	USH.5.4a: Identify the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, or 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.5.5a: Identify the ways in which the government controlled prices, labor, or production during WWII.
USH.5.6: Explain the role of World War II as a catalyst for social change.	USH.5.6a: Identify how WWII led to social changes, including FDRs banning of discrimination in the defense industry, the integration of the armed forces, and/or how the role of women in society changed during the war.
USH.5.7: Explain the origins of the Cold War. (E)	USH.5.7a: Identify 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.6.1a: Identify some of the challenges involved with enforcing the Brown v. Board of Education of Topeka ruling. (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.	USH.6.2a: Identify key economic and social changes in post WWII American life.
United States in Troubled Times: 1960 to 1980	
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.7.1a: Identify how different groups of people asserted their social and civic rights in the years following World War II. (E) <ul style="list-style-type: none"> ● Examples: African Americans, Native Americans, Hispanic Americans, women.
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.7.2a: Identify people and methods used (Martin Luther King Jr, Malcom X, and the Black Panthers) to bring about social justice during the Civil Rights Movement.

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USH.7.3: Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.	USH.7.3a: Identify major social and economic programs during the Kennedy-Johnson era (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Medicare and Medicaid).
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.7.4a: Identify how new technology changed the lives of Americans from 1960 - 1980. (E)
USH.7.5: Identify and analyze the significance of key decisions of the Warren Court.	USH.7.5a: Describe 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.7.6a: Identify problems faced by minorities during the 1960s and 1970s and identify 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.7.7a: Identify how the relationship between the United States and the Soviet Union changed from 1960 -1980.
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.7.8a: Identify United States foreign policy regarding 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 United States v. Nixon.	USH.7.9a: Explain what happened in the Watergate Scandal.
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.8.1a: List three of the social and political issues faced by Americans since 1980. (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.8.2a: Explain how technology has changed the lives of Americans since 1980, including NASA and the space programs and the internet. (E)

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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.8.3a: Describe how and why the cold war ended. (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.8.4a: Identify the effects of the September 11, 2001 terrorist attacks on the United States foreign and domestic policies, including the Wars in Afghanistan and Iraq, Patriot Act, and increased travel security. (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.8.5a: Define Globalization and North American Free Trade Agreement (NAFTA).
USH.8.6: Explain the causes and consequences of deindustrialization in the United States after 1970.	USH.8.6a: Define deindustrialization and identify a cause and consequence 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.9.1a: Identify legislation which began to unravel the work of the New Deal and the Great Society. (E) <ul style="list-style-type: none"> ● Examples: reforms in the areas of welfare, public housing, Social Security, or labor.
USH.9.2: Assess the decisions of the John Roberts Court, especially those which addressed the contests among individual citizens, workers, and corporations.	USH.9.2a: Identify the Supreme Courts use of judicial restraint during the John Roberts era as Chief Justice.
USH.9.3: Reflect on the role of media and social media in the democratic process. (E)	USH.9.3a: Identify how social media has changed the democratic process. (E)
Historical Thinking	
USH.10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.	USH.10.1a: Compare and contrast different views of historical events.

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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.10.2a: Compare primary and secondary resources related to the same event or issues of past historical events.
USH.10.3: Analyze multiple, unexpected, and complex causes and effects of events in the past.	USH.10.3a: Identify cause and effect of historical events.
USH.10.4: Assess competing historical interpretations of a particular historical moment, event, or change.	USH.10.4a: List at least one similarity and one difference between different interpretations of historical events.
USH.10.5: Develop arguments, defended with historical evidence, which explain historical change.	USH.10.5a: Describe your point of view about a historical event and support it with a piece of historical evidence.