

US History and Constitution Support Guide

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Introduction

The purpose of this document is to provide guidance to teachers in using the SC-Alt High School US History and Constitution Prioritized Standards for students with significant cognitive disabilities. This document is intended to make the general education indicators and the prioritized standards useful for classroom instruction. Published in 2011, the South Carolina Social Studies Academic Standards set forth academic standards for general education in U.S. History and serve as the basis for the state’s alternate assessment standards for high school U.S. History. The academic standards and indicator statements that appear in the present document have all been selected from the original 2011 standards. The prioritized standards and indicators preserve the essence of the grade-level expectations but may be restricted in scope or complexity; they may also include introductory or prerequisite skills to the grade-level standards.

For further definition or more information on standards content, teachers can consult the [South Carolina Social Studies Academic Standards](#).

Guide Outline

This support guide provides classroom teachers with instructional support for addressing the academic standards associated with the subject US History and Constitution (USHC). The standards are grouped within four major time periods, which are further broken down into instructional units of study for students with significant cognitive disabilities.

Keywords are emphasized in **bold** to identify age- and content-appropriate vocabulary for teachers to use with instruction.

Time Period I: The Colonial Era to Reconstruction (USHC Standards 1–3, 17 indicators)Page 4

Unit 1—Colonization

Unit 2—Constitution

Unit 3—Westward Expansion

Unit 4—Civil War and Reconstruction

Time Period II: The Industrial Revolution to the Great Depression (USHC Standards 4–6; 13 indicators) Page 16

Unit 1— Industrial Revolution and the Gilded Age

Unit 2—World War I and the Great Depression

Time Period III: World War II (USHC Standards 7–8; 8 indicators) Page 24

Unit 1—World War II

Unit 2—Civil Rights

Time Period IV: The Cold War to The Information Age (USHC Standard 8; 2 indicators) Page 30

Unit 1—The Cold War

Unit 2—The Modern Era

Proficiency Level Descriptors Page 35

Time Period I: Colonial Era to Reconstruction

Unit 1: Colonization

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interests in the development of democracy in the United States.		
Prioritized Indicators	The characteristics of democratic government evolved differently in the different colonial regions (1.1).	The democratic government of the United States was first introduced during colonial times by English settlers due to influences from the British political system (1.2).	Despite regional differences, colonial economic interests and protection of the colonist’s rights as Englishmen unified many colonists in the belief that they should be an independent country. These ideas were stated in the Declaration of Independence and were achieved through the American Revolution (1.3).

Unit 1: Colonization

Content Objectives

- Colonial America consisted of 13 British colonies in 3 geographical **regions**:
 - the New England Colonies (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island),
 - the Middle Colonies (Delaware, New Jersey, New York, Pennsylvania), and
 - the Southern Colonies (Carolina, Georgia, Maryland, Virginia).
- The New England Colonies were governed according to Christian principles and had the largest overall population. Colonial New Englanders traded fish, lumber, and livestock.

- The population of the Middle Colonies came from several different western European countries. This led to a varied community. The Middle Colonies were self-sustaining through family farms, and wheat was the main export.
- In the Southern Colonies, large-scale farming of crops was done on plantations. Slave labor was used to run the plantations. In most parts of the South, enslaved Africans soon outnumbered whites, which resulted in restrictive government by wealthy landowners.
- American **democracy** (“government of the people, by the people, for the people”) was based on ideas expressed in pivotal historical documents (the Magna Carta, the Mayflower Compact, the English Bill of Rights).
- The design of Britain’s parliamentary government (with its bicameral legislature—an upper house and a lower house) influenced the design of the United States government.
- The three colonial **regions** had very different populations, societies, and economies (see PS 1.1). However, the **colonists** united because of unfair treatment by the British.
- Unhappy with the King of England and with taxes and laws they considered unfair, the North American colonists came together; and in 1776 their delegates at the Second Continental Congress signed the **Declaration of Independence**, which was drafted by Thomas Jefferson. This document listed the colonists’ complaints against Great Britain and declared that the 13 American colonies were no longer under British rule.
- The British government and King George III refused to let go of the American colonies, as they produced revenue for Britain.
- As a result, the Revolutionary War was fought. The **American Revolution** started in 1775 and ended in 1783, with the 13 original colonies winning their independence from Great Britain and becoming the United States of America.
- The U.S. Articles of Confederation were the colonists’ first attempt to create a national government, but the 13 articles gave more power to the states than the federal government, which could not tax its citizens and thus could not support itself. It also had no executive branch or court system.
- The Founding Fathers tried again and replaced the Articles of Confederation with the **Constitution**. The Constitution allowed taxation by the federal government, which now consisted of three branches: executive, legislative, and judicial.

Activities and Functional Social Responsibility

- Compare maps and make inferences
- Show a basic understanding of North America’s geography
- Identify cause-and-effect relationships
- Complete a timeline to sequence events

- Conduct research using the Internet
- Be aware of voter registration
- Provide personal information to obtain identification cards
- Utilize storyboards/symbols to identify historical figures, places, events
- Compare/contrast yesterday/today/tomorrow
- Listen/read for information
- Orient a map and note directions
- Locate places on map and globe
- Interpret map symbols and visualize what they mean

Possible Resources

- Attainment: Explore American History Curriculum, Early Years
- StoryboardThat.com
- Apps for maps/interactive maps, such as kidworldcitizen.org
- <https://www.n2y.com/> map reading
- <https://www.n2y.com/> library: keyword search *government*

Unit 2: Constitution

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interests in the development of democracy in the United States.			
Prioritized Indicators	However, the nation’s first attempt created a weak national government. The second attempt resulted in a stronger federal government through the writing of the Constitution (1.4) .	Fear of a too-strong national government led to the Bill of Rights , which protected individual rights and limited the power of government (1.5).	Disagreements about how the new government should work led to the development of the two-party system (1.6) .	Party differences led to a stronger Supreme Court as a check on the power of the Congress and President (1.7) .

Unit 2: Constitution

Content Objectives

- American democracy (“rule of the people”) was based on ideas contained in pivotal historical documents such as the Magna Carta, the Mayflower Compact, and the English Bill of Rights.
- The design of the United States government was influenced by the United Kingdom’s bicameral legislature within their parliamentary system-it had an upper and lower house.
- The three colonial regions had very different populations, societies, and economies (see PS 1.1). However, the colonists united because of unfair treatment by the British.
- Unhappy with the King of England and taxes and laws they considered unfair, the North American colonists, came together; and in 1776 their delegates at the Second Continental Congress signed the Declaration of Independence, which was drafted by Thomas Jefferson. This document listed the colonists’ complaints against Great Britain and declared that the 13 American colonies were no longer under British rule.

- The British government and the King George III refused to let go of the American colonies as they produced revenue for Britain.
- As a result, the Revolutionary War was fought, starting in 1775 and ending in 1783, with the 13 original colonies winning their independence from Great Britain and becoming the United States of America.
- The U.S. Constitution creates a federal government.
- The Constitution allowed taxation by the federal government, and it made three branches of government: executive, legislative and judicial. Some Americans were concerned that the Constitution gave the federal government too much power. These people would not approve the Constitution until amendments protecting the rights of individuals were promised.
- Ten amendments to the Constitution were ratified to guarantee the rights of individuals and to limit the power of the federal government. These first 10 amendments to the Constitution are called the Bill of Rights.
- Some of the Founding Fathers disagreed about the way government should work.
- John Adams believed there should be a strong federal government, and other people agreed. These people became the first political party.
- Thomas Jefferson had differences of opinion with John Adams, and he and his supporters formed the second political party.
- To this day, there are two political parties in the United States. They represent differing views on how government should work.

Activities

- Listen/read for information
- Compare maps and make inferences
- Express relative location
- Make timelines
- Note cause-and-effect relationships
- Identify key leaders
- Discuss current events
- Place in proper chronological order
- Place in proper sequence based on order of importance
- Learn about important historical figures (e.g., the Founding Fathers)

- Find information using the Internet, books, or periodicals
- Identify key leaders in the federal government (i.e., the President, U.S. Senators and Representatives)
- Form a simple organization of key ideas related to a topic
- Keep informed on issues that affect society
- Use community and national newspapers
- Detect bias in text or media
- Use pictures and videos to show the three branches of government

Resources

- Attainment: Explore American History Curriculum, Revolutionary War
- StoryboardThat.com
- Apps for maps/interactive maps, such as kidworldcitizen.org
- n2y.org newspaper
- ULS/n2y.org library
- ULS Unit 17 (high school government): “It’s My Right!”
- Interactive game: <http://constitutioncenter.org/billofrightsgame/>
- Read aloud *Shh! We’re Writing the Constitution* by Jean Fritz
- *We the Kids* by David Catrow

Unit 3: Westward Expansion

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-2: The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.			
Prioritized Indicators	As the United States was expanding as a nation, people were continuing to move west to lands lived on by Native Americans and claimed by other nations. Native Americans were forced to give up their land (2.1).	Americans believed they had a God-given right to settle anywhere on the North American continent (Manifest Destiny) and even went to war with Mexico to gain land (2.2).	The different sections (South, North, and West) continued to develop different economies based on geography and labor systems . The new states had to decide whether to allow slavery (like the South), or be a free state (like the North) (2.3).	Because of these different economies, the sections had different cultures and political goals (2.4).

Unit 3: Westward Expansion

Content Objectives

- Pioneers like Daniel Boone and explorers like Meriwether Lewis and William Clark opened up the western part of the country for settlement.
- Pioneers moved to the western states before and after they were officially acquired by the U.S. government.
- Wars over land were fought with settlers from other countries as well as with Native Americans who had lived on the land for thousands of years.
- Native Americans were forced to give up their land and were promised reservations in the West, but these promises were often broken.
- The United States spread from east to west. The government at the time felt they had a God-given right to all land on the North American continent from coast to coast.
- Wars were fought over land with settlers from other countries (i.e., Texan War for Independence, Mexican War) who lived on the land, as well as Native Americans who had lived on the land for thousands of years.

- As Americans moved west, the U.S. government claimed more territories.
- The United States had three main regions before the Civil War:
 - the South, which relied on agriculture and slave labor;
 - the North, which relied on industry and factories where people were paid for their work; and
 - the West, where people searched for natural resources to sell to the North and South. When western territories wanted to join the United States, residents had to choose whether theirs would be a free state or a slave state.
- In the South, white elites controlled the political process. Social class, race, and gender prevented many Southerners from attending school and becoming literate. Because of the early Puritan insistence on biblical literacy, public education (including colleges) was a well-established tradition. As in the South, however, the type and amount of educational opportunity often depended on gender and social class.
- The North and the South also had different ideas about the power of the federal government. The South supported the ideas of states' rights in which the authority rests with the states, and they believed a government closer to the people was easier to influence. Southerners adopted this as a way to protect slavery. They feared that the federal government might take away the right to own slaves. The North recognized the authority of the national government. This difference in views had its roots in the early national period with the inception of the two-party system.

Activities

- Listen/read for information
- Compare maps and make inferences
- Express relative location
- Make timelines
- Note cause-and-effect relationships
- Identify key leaders
- Current events
- Place in proper sequence based on order of occurrence
- Place in proper sequence based on order of importance
- Learn about the backgrounds of early American explorers (e.g., John Smith, Walter Raleigh, Henry Hudson)
- Use the internet, books, or periodicals to find information
- Compare maps and make inferences
- Detect bias in text or media

- Form a simple organization of key ideas related to a topic
- Use community and national newspapers
- Interpret graphs
- Graphic organizer-place picture symbols or historical photos to compare different groups (miners, farmers, Mexican Americans) about benefits and consequences to Westward Expansion

Resources

- Attainment: Explore American History Curriculum, Westward Ho!
- StoryboardThat.com
- Best apps for Maps/interactive maps- kidworldcitizen.org
- n2y.org newspaper
- ULS/n2y.org library
- www.teachervision.com – printable maps

Unit 4: Civil War and Reconstruction

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.		
Prioritized Indicators	As new states joined the United States, the new states had to decide whether or not to allow slavery. People known as abolitionists worked to end slavery. The North and South were unable to agree over the expansion of slavery. The Southern states decided to leave the United States to form a government of their own. The North wanted to keep the Southern states part of the United States and the Civil War began (3.1).	Many battles were fought in the South, which damaged the cities and the countryside. Both sides suffered a heavy loss of life. The South did not have as many men and resources as the North; as a result, the South lost the Civil War and slavery soon ended (3.2).	After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called Reconstruction . People from the Southern states, or the South, wanted to return to life as it was before the Civil War. Congress made changes to the Constitution that protected the rights of African Americans (3.3).
	Reconstruction ended when Congress stopped protecting African Americans. Because of racism , Southerners passed laws to discriminate against African Americans (Jim Crow laws) and forced separation (segregation) (3.4).	Other parts of the country practiced discrimination against African Americans as well (4.5).	Since Reconstruction ended, different strategies were used to address inequalities for African Americans. Not all the strategies were successful, but they all advanced the cause of civil rights (3.5).

Unit 4: Civil War and Reconstruction

Content Objectives

- The North and the South could not agree on the issue of slavery. The North wanted slavery to end, and the South wanted it to continue.

- As new western states joined the United States, Southern states worried that they would lose power in Congress if there were more free states than there were slave states.
- At the same time, people called abolitionists were working to “abolish” (end) slavery.
- Prominent abolitionists were William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.
- Despite the North’s views about slavery and the work of abolitionists, the South wanted slavery to continue.
- The 1860 presidential election was a critical breaking point. The Republican party opposed the expansion of slavery, and Abraham Lincoln was their candidate.
- When Lincoln won the presidential election, South Carolina seceded from the Union. Other states soon joined South Carolina in seceding from the Union and formed a new country called the Confederate States of America.
- The Civil War was between the South (the Confederacy) and the North (the Union).
- The battles of the Civil War began with Fort Sumter in 1861, when the Confederate government ordered the Union soldiers to leave the fort. The Union soldiers refused. Confederate troops opened fire on Fort Sumter.
- While the Confederacy won the battle of Fort Sumter and Union soldiers left, the war continued for four years until 1865.
- There were many battles and a large loss of life on both sides.
- Eventually, the South lost the war because of a heavy loss of life, and a lack of supplies and money.
- The Civil War ended the practice of slavery.
- Reconstruction was a period of time following the Civil War when the federal government protected the rights of newly freed slaves and sought to rebuild the political union of the North and South.
- It is important that students understand that the purpose of Reconstruction was not to rebuild the destroyed economic infrastructure of the South during this time.
- The United States government did not believe that it was the responsibility of the national government to rebuild the South’s economy, but rather the responsibility of the states and individuals.
- Congress changed the Constitution with the Thirteenth and Fourteenth Amendments, which abolished slavery and recognized the rights of African Americans to be treated as citizens of the United States.
- In 1877, Reconstruction ended as federal troops withdrew from the southern states.

- Almost immediately, white leaders in Southern states regained control of the state governments and began to pass Jim Crow laws to circumvent the rights established for African Americans by the Thirteenth and Fourteenth Amendments to the Constitution of the United States.
- Jim Crow laws prevented African Americans from doing things like riding in the same railroad cars or using the same public facilities. These laws attempted to make every aspect of African American and white life in the South separate.
- Other laws were passed to limit African Americans' right to vote as protected in the Fifteenth Amendment.
- Laws required African American voters to pass a literacy test and pay a tax to vote. This meant that racial discrimination was now written into state laws and could be enforced by the state governments.

Activities

- Listen/read for information
- Make timelines
- Compare maps and make inferences
- Note cause-and-effect relationships
- Detect bias in text or media
- Form a simple organization of key ideas related to a topic
- Use the Internet, books, or periodicals to find information
- Interpret map symbols
- Make an outline of topic
- Read Aloud – *Out From This Place I thought My Soul Would Rise: The Diary of Patsy a Freed Girl, Mars Bluff, SC 1865* (Dear America) by Joyce Hansen A book about life of slaves before and after Civil War
- Use Chart paper, create a T-chart cause (because...) and effects (then...)

Resources

- Attainment: Explore American History Curriculum, A Nation Divided
- StoryboardThat.com
- Best apps for Maps/interactive maps- kidworldcitizen.org
- n2y.org newspaper
- ULS/n2y.org library

Time Period II: Industrial Revolution to Great Depression

Unit 1: Industrial Revolution and the Gilded Age

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-4: The student will demonstrate an understanding of the industrial development and the consequences of that development on society and policies during the second half of the nineteenth and early twentieth centuries.		
Prioritized Indicators	The time after the Civil War was a time of tremendous growth and change in the United States because of the growth of business and industry (4.2).	People continued to move west. Technologies , such as the railroad, made it easier for people to do their work and buy and sell goods. As more and more people moved onto Native American land, the government made laws that forced the Native Americans onto smaller reservations and forced them to adopt white-American culture (4.1).	At the same time, many people gradually went from working on farms to working in factories . This caused many people to move to cities (4.5).
	As the population in cities grew, they became crowded, and unsafe. Immigrants came to the US to work in factories. Some people known as Progressives worked to improve the living and working conditions for all Americans (4.3, 4.6).	Many progressives were women who also continued to work for women’s right to vote (4.6).	

Standard	USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.
Prioritized Indicators	Because U.S. factories made so many goods , they looked for new places to sell products . This led the United States to change from being isolated to trading around the world (5.1).

Unit 1: Gilded Age and Industrial Revolution

Content Objectives

- New inventions and **technologies** allowed the United States to grow in population. New machines meant more goods could be made in **factories**. New inventions like the telephone and lightbulb meant people’s days weren’t regulated by the sun, and they could communicate more easily over long distances.
- People moved west for many reasons: to become wealthy, to own land, for a new experience. The construction of the railroad helped travel to the west become easier. Railroads also helped goods be sent to the West and natural resources sent from the West to the East. In the East, many factories were built to produce goods for people to buy.
- Settlers moving to the West affected the lives of Native Americans, and many Native Americans were forced to move to small areas of land called “**reservations**.”
- The invention of new machines meant that more factories were built to produce goods. These **factories** were built in cities. The factories provided an opportunity for many new jobs. People who were farmers, or lived in the country, moved to cities to work in **factories**, and the cities grew. Some of the people who moved to the cities were from other countries (**immigrants**) who hoped to have a better life in the United States.
- As a result of so many people, the cities became overcrowded, dirty, and unsafe. Many **factory** owners made their employees work long hours using dangerous machines for very little pay. Some people joined together to make life better for people living in bad situations. These people were known as **Progressives** because they wanted all people to have a chance to “progress” (or move forward) in life.
- Before the early 1900s, women in America did not have right to vote. Many women fought for years to persuade Congress to change the voting law. In the late 1800s, a group of women banded together to form the National American Woman

Suffrage Association. They fought for an amendment to the U.S. Constitution that would allow all women the right to vote. In 1920, the Nineteenth Amendment passed after the government acknowledged the contributions of women during World War I. This amendment removed gender restrictions for voting, allowing women to vote.

- The increased production of **goods** in the United States led to global market expansion. Increased trade agreements were made with foreign countries. These new trade agreements increased product sales for the United States, strengthening the economy.

Activities and Functional Community Involvement

- Place in proper sequence based on order of occurrence (use pictures)
- Categorize old inventions and technologies to new inventions and technologies (e.g. candles for light vs LED lights; sundial vs digital clock; telegraph vs cell phone)
- Compare technologies of old and new to wash clothes: wash board vs washing machine; covered wagon vs automobile/airplane; mailing letter vs text message
- Listen/read for information
- Orient a map and note directions
- Locate places on map and globe
- Interpret map symbols and visualize what they mean
- Compare maps and make inferences; compare landforms and differences between the western and eastern United States
- Gain a basic understanding of North America’s geography
- Use scale and compute distances (Google Maps)
- Express relative location (GPS)
- Compare timeline from SC to West via horse versus from SC to West via railroad
- Group information in categories according to appropriate criteria
- Note cause-and-effect relationships with visual chart (e.g. benefit/consequence of using railroad; benefits and consequences of westward expansion)
- Place in proper sequence based on order of occurrence: use graphic organizer to create a timeline of “first,” “next,” “last”
- Compare cultures
- Read or deconstruct a painting or photograph to inform understanding of a time period
- Provide information about current voting requirements
- Observe election day
- Participate in school-wide votes
- School Enterprises

Possible Resources

- Attainment: Explore American History Curriculum, One Nation Grows (including videos)
- StoryboardThat.com
- Apps for maps/interactive maps, such as kidworldcitizen.org
- Google maps
- Railroad track to build in classroom
- Railroad videos
- Chapter Book: Lewis and Clark's Expedition
- Chapter Book: Industrial Giant Project
- n2y.org library
- Art from various sources that illustrate Industrial Revolution; women voting
- Knowitall.org (E. Reconstruction and Industrial Development)
- Learningwhy.org
- EPIC (e-books, videos)
- etvStreamlineSC
- *Little House on the Prairie* series (books and videos)
- American Girls book and film series
- Destiny app
- BrainPOP/BrainPOP Jr.
- American History Interactive Timeline app
- Owney: Tales from the Rails app
- Congressional Moments app
- Timeline Eons FREE app
- History Line app
- Constitution for iPad app
- Constitution and Federalist Papers app
- States Run app

Unit 2: World War I and the Great Depression

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-5: The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.		
Prioritized Indicators	Beginning with the Spanish-American War , the United States began to be seen as a world power for the first time (5.2).	However, the United States wanted to stay out of World War I . It was led into the war after Germany sank ships with American citizens on them and threatened the United States. The United States and its allies fought against Germany and its allies to win the war (5.4).	After World War I, the United States returned to being isolated (5.5, 7.1)

It is essential for students to know:

Standard	USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.	
Prioritized Indicators	Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s (The Great Depression). Americans enjoyed new technologies and inventions. During this time, African Americans were moving in large numbers to the North. In Harlem, the large community that was formed supported African American artists and culture. (6.1).	A Constitutional amendment gave women the right to vote. However, racism and discrimination continued against African Americans and immigrants (6.2).
	In the 1930s, many people lost their jobs and could not find new jobs. Many people struggled to live and provide for their families because they were poor (6.3).	To help Americans, President Roosevelt introduced new government programs (the New Deal). These programs created jobs, and put laws in place to prevent these problems (The Great Depression) from happening again (6.4).

Unit 2: World War I and the Great Depression

Content Objectives

- Many people in the United States believed that they had a God-given right to expand across the seas as they had done across the continent. This belief played a role in the United States' declaration of war against Spain. The decision of President McKinley to ask the United States Congress to declare war on Spain and Congress's willingness to do so were based on American **economic** interests in Cuba, humanitarian concerns for the Cuban people, and a desire to demonstrate American power in the world.
- At first, the United States tried to maintain a neutral role in **World War I**. Several factors caused the United States to reluctantly enter the war, such as Germany threatening the United States and sinking ships with U.S. citizens on them. Even though the United States and its allies won **World War I**, the war changed the way Americans thought about themselves and their place in the world.
- Many resources were sent overseas during the war, a lot of money was spent, and many American lives were lost overseas fighting for European countries. When President Harding was elected, he chose to focus on improving lives for people in the United States, rather than assisting other countries. This is part of the reason the United States did not join the League of Nations.
- After **World War I**, the United States saw a great increase in business and manufacturing. As a result, people who were already very rich became wealthier. There were many new inventions that improved the way Americans lived. Also at this time, African Americans were moving out of the South (the Great Migration) where it was difficult for them to find work, or where they were discriminated against, to the North. In Harlem, New York, a large African American community grew where artistic creativity and thought flourished.
- An **amendment** is an addition to the rules that are written in the Constitution. In 1920, the Nineteenth amendment gave women the right to vote. Although women could now vote and had a voice in how America was governed, there were still people who were discriminated against, as in the case of immigrants and African Americans.
- In 1929, the **Great Depression** began. Many businesses and banks closed their doors, and many people lost their jobs. Many people in the United States had difficulty finding new jobs, keeping their homes, and feeding their families. The 1930s were a time when many Americans were poor and struggled to live.
- In response to the **Great Depression** and the struggles that Americans faced, President Franklin Delano Roosevelt (FDR) introduced a new set of **government programs** called the **New Deal**. These **programs** created jobs and put laws in place to

prevent the **economic** problems that started the **Great Depression** from happening again. Many of these **programs** are still in place today.

Activities

- Veterans groups (speakers, presentations, interviews)
- Guest speakers of older members of the community sharing their lives
- Visit war memorials (field trip)
- Flag etiquette (fold the flag, raise the flag, take down the flag, half-staff)
- Map skills (e.g., locate the regions)
- Visit war museums
- Write memorial poem with word bank; illustrate by adding water color paint or soft pastels to add “mood” to poem
- Learn about military funerals and burial flag folding
- Music from the time period
- New Deal program changed SC (e.g., more dormitories, new football stadium, Farmer’s Market, STATE PARKS)
- Analyze and discuss photos
- Using historical markers to document people, places, and historical events

Resources

- Unique-Chapter Book: Stories from World War I
- Unique-Chapter Book: The Constitution
- n2y.org library
- Discovery Ed/United Streaming videos
- Attainment: Explore American History Curriculum, World Trouble, including videos
- Knowitall.org (United States Becomes a World Power; 1920s and 1930s; “March for the Right to Vote Held in 1913,” “Women Celebrate Passing of Nineteenth Amendment, Aug. 26, 1920”)
- Learningwhy.org
- etvStreamlineSC
- American Girl book series
- EPIC (e-books, videos, nonfiction)
- Destiny app
- BrainPOP/BrainPOP Jr.
- American History Interactive Timeline app
- Constitution for iPad app

- Constitution and Federalist Papers app
- Congressional Moments app
- Atlas for iPad Free app
- Trading Cards app
- TapQuiz Maps World edition app
- History Line app

Time Period III: World War II

Unit 1: World War II

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and the nation’s subsequent role in the world.			
Prioritized Indicators	World War II (WWII) began when dictators in Germany and Japan invaded neighboring countries. The United States hoped to remain uninvolved. After the bombing of Pearl Harbor by Japan, the United States entered the war (7.1).	Because most men were fighting outside the country, more women and African Americans worked in factories and in new positions in the military (7.2).	New technology changed how the war was fought and the Great Depression came to an end (7.4a).	Eventually, the United States and its allies retook control in Europe and the Pacific, winning the war (7.3).
	During WWII, the German government imprisoned and killed many European Jewish people and other groups of people. This was known as the Holocaust . This made the world aware of the need to protect human rights . The United States also supported the creation of a new country in the Middle East (Israel) for people of Jewish heritage (7.4b).	After WWII, the United States and the Soviet Union did not agree on how countries and economies should be run. This was called The Cold War (7.5).	In the United States, there were many changes to people’s lives after WWII like the building of suburbs, air travel, use of credit cards, and television. African Americans still faced racism and discrimination in the United States (7.6).	

Unit 1: World War II

Content Objectives

- Dictators who ruled Germany, Japan, and Italy started World War II by invading other countries.
- The United States wanted to stay neutral because of what happened in WWI, but Japan bombed Pearl Harbor in the state of Hawaii, and the United States joined the war.
- More women began to work outside the home. In factories, women and African Americans took the place of white men who were fighting overseas. They built airplanes, trucks, and ships.
- African Americans and women also joined the military, but served in their own units separate from white men.
- Better airplanes, weapons (atomic bomb), and communications (radar, radios) changed the way wars had previously been fought.
- In addition to the programs of the New Deal, the Great Depression came to an end because so much new war equipment was made, bought, and sold.
- The Allies won the war against the Axis powers.
- Countries that had been invaded by Japan (the Philippines, China, etc.), Germany (i.e., Austria, Poland, France, Norway, etc.), and Italy (i.e., Greece, Egypt, Ethiopia, etc.) had their power returned to them. Japan, Italy, and Germany lost WWII.
- During WWII, while ruled by Adolf Hitler and the Nazi party, the German government sent many people to prison (the Polish, Catholics, Romani, and more) and killed more than 6 million European Jews.
- Because of the large numbers of deaths and the way the Nazis treated the prisoners, the world realized that basic human rights needed protection. In addition, because so many Jewish people were affected, the United States supported the creation of a new country for them.
- This country was created in the Middle East and is called Israel.
- After World War II, the Allies split Germany into two countries.
- The United States, Great Britain, and France helped West Germany establish a democratic government, and the Soviet Union established a communist government in East Germany.
- This started tensions between the United States and the Soviet Union about how government should work.

- The Soviet Union’s goal was to spread communism, while the United States believed democracy was the best form of government.
- Both the United States and the Soviet Union developed nuclear weapons and space technology in order to protect themselves from each other and became the world’s military “superpowers.”
- After WWII, soldiers returned home to their jobs and women returned to being homemakers and consumers.
- American factories were able to switch back to producing consumer goods instead of products needed for war.
- Workers now had more disposable income, and the use of credit cards allowed people to buy automobiles, radios, and the newest invention: television.
- Suburbs were collections of homes that were just outside cities, and many people moved out of the cities to suburbs because the automobile improved transportation.
- Highways were built and improved as a result.
- Airplanes were improved and used as transportation, and it was easier to travel around the United States.
- Mass media including radios, movies, and television spread pop culture throughout the United States.
- During this time, African Americans still faced racism and discrimination in voting, hiring, and society in the United States.

Activities and Functional Social Responsibility

- Read/listen for information
- Group information in categories according to appropriate criteria
- Create a timeline
- Sense relationship between items of factual information
- Use the Internet, books, or periodicals to find information
- Form a simple organization of key ideas related to a topic
- Identify key political figures: Winston Churchill, Franklin Delano Roosevelt, Hideki Tojo, Joseph Stalin, Adolf Hitler, Benito Mussolini
- Note cause-and-effect relationships
- Keep informed on issues that affect society
- Communicate own beliefs, feelings, and convictions
- Detect bias in text or media
- Divide classroom in half. Label one side of the room FACT, the other OPINION. Read aloud fact/opinion statement

Possible Resources

- Attainment: Explore American History Curriculum, World Trouble Again
- StoryboardThat.com
- Apps for maps/interactive maps, such as kidworldcitizen.org
- n2y.org map reading
- n2y.org library: Keyword search
- ULS Unit 20 (HS History): From Conflict to Change

Unit 2: Civil Rights

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-8: The student will demonstrate an understanding of social, economic, and political issues in contemporary America.
Prioritized Indicators	The Civil Rights movement grew after World War II. This movement continued to focus on protecting rights and fair treatment for African Americans. This led to a drive to protect many different groups of people whose rights were not protected. (8.1).

Unit 2: Civil Rights

Content Objectives

- Civil rights for African Americans began before the Civil War with abolitionists.
- Slaves were finally freed after the Civil War and were given the right to vote in the Fifteenth amendment. However, segregation and discrimination was still widespread in America.
- The Civil Rights Movement that began in the 1950s had leaders like Martin Luther King, Jr., and Malcom X, who spoke out against unfair treatment and motivated hundreds of thousands of Americans to force government to change.
- This led to the Civil Rights act of 1964, which guaranteed equal employment for all, and integration of public facilities.
- The Voting Rights Act of 1965 also banned all voter literacy tests and argued against poll taxes.
- The Fair Housing act became law in 1968 and prevented housing discrimination based on race, sex, national origin, and religion.
- The success of this movement led to other groups of discriminated people (e.g., the handicapped, LGBT, migrant workers) to fight for equal rights.

Activities and Functional Social Responsibility

- Form a simple organization of key ideas related to a topic
- Identify key Civil Rights figures: Martin Luther King, Jr., Malcom X, John F. Kennedy, Rosa Parks, Lyndon Johnson
- Group information in categories according to appropriate criteria
- Create a timeline
- Note cause-and-effect relationships
- Use the Internet, books, or periodicals to find information
- Create a list of technology invented just after the civil war using pictures, words, or objects. Use a graphic organizer to tell how each invention has made life easier for us today.
- Read aloud “The Journey to School Integration” by Toni Morrison. Make a list of ways schools are different today.
- Read Aloud *A Picture Book of Martin Luther King, Jr* by David Adler and Robert Casilla. Draw illustration, write a story, or locate pictures from MLK, Jr.’s life.
- Arrange pictures related to the Civil War, Spanish-American War and World Wars I and II in chronological order.

Possible Resources

- Attainment: Explore American History Curriculum
- StoryboardThat.com
- Apps for maps/interactive maps, such as kidworldcitizen.org
- n2y.org map reading
- n2y.org library: Keyword search names of historical figures, such as Martin Luther King, Jr., Rosa Parks
- ULS Unit 7 (HS Geography): Changes All Around Us

Time Period IV: The Cold War to the Information Age

Unit 1: The Cold War

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-7: The student will demonstrate an understanding of the impact of World War II on the United States and of the nation’s subsequent role in the world.	
Prioritized Indicators	After WWII, the United States and the Soviet Union did not agree on how countries and economies should be run. This was called The Cold War (7.5).	In the United States, there were many changes to people’s lives after WWII like the building of suburbs, air travel, use of credit cards, and television. African Americans still faced racism and discrimination in the United States (7.6).

Unit 1: The Cold War

Content Objectives

- After World War II, the Allies split Germany into two countries. The United States, Great Britain, and France helped West Germany establish a democratic government, and the Soviet Union established a communist government in East Germany. This started tensions between the United States and the Soviet Union about how government should work.
- The Soviet Union’s goal was to spread communism, while the United States believed democracy was the best form of government. Both the United States and the Soviet Union developed nuclear weapons and space technology in order to protect themselves from each other and became the world’s military “superpowers.”
- After WWII, soldiers returned home to their jobs and women returned to being homemakers and consumers. American factories were able to switch back to producing consumer goods instead of products needed for war. Workers now had more disposable income, and the use of credit cards allowed people to buy automobiles, radios, and the newest invention: television. Suburbs were collections of homes that were just outside cities, and many people moved out of the cities to suburbs because the automobile improved transportation.

- Highways were built and improved as a result. Airplanes were improved and used as transportation, and it was easier to travel around the United States. Mass media including radios, movies, and television spread pop culture throughout the United States.
- During this time, African Americans still faced racism and discrimination in voting, hiring, and society in the United States.

Activities

- Veterans groups (speakers, presentations, interviews)
- Guest speakers of older members of the community sharing their lives
- Visit war museums
- Read/listen for information
- Sort information into categories according to appropriate criteria
- Create a timeline
- Note cause-and-effect relationships
- Find information using the Internet, books, or periodicals
- Form a simple organization of key ideas related to a topic
- Create/Use a graph to determine the trends of Cold War
- Stations activity with cartoons, photographs, and documents for students to process

Resources

- Attainment: Explore American History Curriculum, Superpowers, including videos
- n2y.org library
- Knowitall.org
- Learningwhy.org
- etvStreamlineSC
- American Girl book series
- Khan Academy (Pattern of U.S. Cold War Interventions)
- EPIC (e-books, videos, nonfiction)
- Destiny app
- BrainPOP/BrainPOP Jr.
- American History Interactive Timeline app
- Mission US: Think Fast! About the Past app
- History Line app

Unit 2: The Information Age

South Carolina United States History and Constitution Standards and Prioritized Indicators

Standard	USHC-8: The student will demonstrate an understanding of social, economic, and political issues in contemporary America.	
Prioritized Indicators	After the Cold War ended in the 1990s, the United States continued to take a leadership role in world affairs . This involvement made some groups of people in other countries angry. On September 11, 2001 (9/11), the United States was attacked by terrorists (8.6).	The United States and other countries depend on each other for goods and natural resources in the global economy . As in other time periods, technology continues to advance, strengthening the connections between the global community (8.5).

It is essential for students to know:

Unit 2: The Modern Era

Content Objectives

- **The Cold War** caused the United States to become involved all over the world in order to prevent the spread of communism. To do this, they helped rebuild Europe after World War and fought wars in Asia (the Korean War, the Vietnam War). In the Middle East, the United States supported the right of Israel to exist, and tensions between the United States and other countries who opposed them were high.
- In the early 1990s, the Soviet Union collapsed, and the United States was left as the only “superpower.” The United States made many decisions without other countries’ input on wars in the Middle East, oil, and global warming. The United States had many people all over the world who disagreed with the decisions they made.
- On September 11, 2001 (now widely referred to as “9/11”), the United States was attacked by **terrorists**.
- The American economy became more dependent upon other countries for **natural resources** for their factories. America also began selling goods made in American factories all over the world. The United States was not the only country who did this; China, countries in Europe, Japan, etc., also began trading **natural resources** and selling goods all over the world.
- As a result, a **global economy** developed in which many countries depend upon one another for money and resources. Since goods become less expensive in a global economy, people can afford to buy more.

- Technology continues to advance during this time with new inventions that allow for easy and quick global communication: cell phones, computers, the internet. This also allows for a **global community** because cultures from all over the world can share their experiences with one another.

Activities

- Read/listen for information
- Locate places on map and globe
- Sort information into categories according to appropriate criteria
- Create a timeline
- Note cause-and-effect relationships
- Find information using the Internet, books, or periodicals
- Detect bias in text or media
- Form a simple organization of key ideas related to a topic
- Gallery walk: analyze prints, images
- Online virtual tour of roles and make connections (Expeditions app)
- Evaluate the “voices” of 9/11 through poetry project
- Compare classical and modern music

Resources

- Attainment: Explore American History Curriculum, A New Century, including videos
- Unique ULS Unit 7: Changes All Around Us (HS Geography)
- n2y.org library
- Knowitall.org (documents, videos, photos)
- Learningwhy.org
- etvStreamlineSC
- American Girl book series
- CNN Student News
- Channelone.com
- Newspaper subscription
- Expeditions app
- Khan Academy
- EPIC (e-books, videos)

- Destiny App
- BrainPOP/BrainPOP Jr.
- American History Interactive Timeline app
- WORLD BOOK – This Day in History app
- History Line app

Proficiency Level Descriptors

Grade 11: US History and Constitution

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-1.1: The characteristics of democratic government evolved differently in the different colonial regions.	Can recognize that the United States began as a group of British colonies.	Can match each colony to its corresponding region (e.g., Massachusetts: New England, New York: Middle colonies, South Carolina: Southern colonies).	Can identify similarities between colonies located in the same region and how this affected their governing (e.g., cotton grown in Southern colonies, industry located in northern colonies, timber and open farmland in western colonies).	Can compare and contrast characteristics of the colonies between the different regions (e.g., location, occupations, and social patterns) and their effect on colonial government.
USHC-1.2: The democratic government of the United States was first introduced during colonial times by English settlers due to influences from the British political system.	Can recognize that citizens vote in a democracy.	Can identify that the United States is a democracy.	Can identify that the idea of democracy was based on ideas from the British political system.	Can identify influences on the colonists' view of government (such as The Mayflower Compact, the Magna Carta, the British Parliament and the English Bill of Rights).
USHC-1.3: Despite regional differences, colonial economic interests and protection of the colonist's rights as Englishmen unified many colonists in the belief that they should be an independent country. These ideas were stated in the Declaration of Independence and were achieved through the American Revolution.	Can recognize that the American colonies were governed by Great Britain.	Can identify the American colonies were unhappy with British government.	Can recognize concerns of the American colonists that led to the writing of the Declaration of Independence and the Revolutionary War (e.g., British taxes and violation of colonists' rights).	Can analyze the impact of the Declaration of Independence on the American colonists and how it led to the American Revolution.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-1.4: However, the nation’s first attempt created a weak national government. The second attempt resulted in a stronger federal government through the writing of the Constitution.	Can recognize a law.	Can recognize the Constitution is a set of laws.	Can identify that the Constitution was written to make the federal government stronger (i.e., the Articles of Confederation were replaced by the Constitution due to having created a weak federal government).	Can identify that the Constitution was written to make the U.S. government stronger than it was under the Articles of Confederation.
USHC-1.5: Fear of a too strong national government led to the Bill of Rights, which protected individual rights and limited the power of government.	Can recognize a right of people (e.g., freedom of speech, right to assemble).	Can describe one power of the U.S. government (e.g., make laws, enforce laws, collect taxes).	Can identify how the Bill of Rights limits government power and protects individual rights.	Can explain how limited government is protected by the Constitution and the Bill of Rights (e.g., separation of powers, checks and balances, individual rights).
USHC-1.6: Disagreements about how the new government should work led to the development of the two-party system.	Can recognize that people have different points of view.	Can recognize that in the United States, people elect representatives who share their point of view.	Can identify differences between early American political parties (i.e., some people wanted a strong national government while others wanted strong state governments).	Can explain the development of the two-party system due to controversies over the handling of domestic and foreign policy.
USHC-1.7: Party differences led to a stronger Supreme Court as a check on the power of the Congress and President.	Can identify a branch of the U.S. government.	Can identify that the 3 branches of the U.S. government have separate powers.	Can identify that the Supreme Court was influenced by political party differences which led to a stronger Supreme Court (i.e., it has the ability to limit the power of the executive branch and legislative branch.)	Can explain that U.S. Supreme Court decisions under Chief Justice John Marshall led to an expansion of federal power and the establishment of the Supreme Court as the final interpreter of the Constitution.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-2.1: As the United States was expanding as a nation, people were continuing to move west to lands lived on by Native Americans and claimed by other nations. Native Americans were forced to give up their land.	Can recognize the difference between Native Americans and Europeans.	Can recognize that Native Americans lived in North America before the arrival of Europeans.	Can explain reasons why the United States government and American Indians came into conflict with one another during the period of westward expansion (i.e., the government and Native Americans fought over land; the government forced Native Americans to move).	Can summarize the impact of westward movement on both the United States and Native Americans.
USHC-2.2: Americans believed they had a God-given right to settle anywhere on the North American continent (Manifest Destiny), and even went to war with Mexico to gain land.	Can identify the United States on a map.	Can recognize that the United States spread from the east to the west.	Can identify that Americans believed they had a God-given right to settle anywhere on the North American continent (Manifest Destiny), and even went to war with Mexico to gain land.	Can explain how the Monroe Doctrine and Manifest Destiny influenced the United States' government's decisions with foreign powers and drove westward expansion.
USHC-2.3: The different sections (South, North and West) continued to develop different economies based on geography and labor systems. The new states had to decide whether to allow slavery (like the South), or be a free state (like the North).	Can distinguish between freedom and slavery.	Can recognize differences between regions in America (the South, the North, the West) before the Civil War (e.g., location, geography, slavery).	Can identify economic differences between regions in America (the South, the North, the West) before the Civil War and the effect of slavery on statehood (i.e., free-state or slave-state).	Can compare the economic development in different regions (the South, the North, and the West) of the United States of America prior to the Civil War based on geography and labor systems (slavery) and the influence slavery had on statehood.
USHC-2.4: Because of these different economies the sections had different cultures and political goals.	Can identify the North and the South on a simple map of the United States.	Can recognize that slavery was legal in the South prior to the Civil War.	Can identify that there were different ways of life in each of the regions (the North, the South, the West) and different opinions about slavery before the Civil War.	Can compare and contrast social and cultural features of the different regions (the North, the South, the West) prior to the Civil War.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-3.1: As new states joined the United States, the new states had to decide whether or not to allow slavery. People known as abolitionists worked to end slavery. The North and South were unable to agree over the expansion of slavery. The Southern states decided to leave the United States to form a government of their own. The North wanted to keep the Southern states part of the United States and the Civil War began.	Can distinguish between freedom and slavery.	Can recognize that disagreements about slavery led to the Civil War.	Can identify the issue of slavery, and disagreements about whether it should continue or end, was the main cause of the American Civil War which began when the Southern states decided to leave the United States and form a government of their own.	Can explain the various viewpoints on slavery in the United States prior to the Civil War and how the eventual secession of the Southern states led to the Civil War.
USHC-3.2: Many battles were fought in the South, which damaged the cities and the countryside. Both sides suffered a heavy loss of life. The South did not have as many men and resources as the North; as a result, the South lost the Civil War and slavery soon ended.	Can identify the United States had a Civil War.	Can identify that slavery ended because of the Civil War.	Can recognize that the South (the Confederacy) was at a disadvantage due to resources and population, as a result the South lost the Civil War to the North (the Union) and slavery soon ended.	Can identify major events during the Civil War and explain the geographic, economic and political factors in the defeat of the Confederacy.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-3.3: After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called Reconstruction. People from the Southern states, or the South, wanted to return to life as it was before the Civil War. Congress made changes to the Constitution that protected the rights of African Americans.	Can identify that the North won the Civil War.	Can recognize the Reconstruction period came after the Civil War.	Can recognize how the Reconstruction period and changes to the Constitution changed life in the South following the Civil War (e.g., citizenship for African American males, reactions of the white population, bringing the North and the South back together).	Can describe the effects of Reconstruction on the South and how amendments to the Constitution affected the lives of African Americans.
USHC-3.4: Reconstruction ended when Congress stopped protecting African Americans. Because of racism, Southerners passed laws to discriminate against African Americans (Jim Crow laws) and forced separation (segregation).	Can recognize unfair laws.	Can recognize how laws during the Jim Crow period were unfair toward African Americans.	Can identify that Reconstruction ended when Congress stopped protecting African Americans (e.g., departure of federal soldiers from the southern states) which led to Jim Crow laws and segregation (e.g., equal but separate, voter restrictions).	Can explain how competing national interests ended Reconstruction and explain the impact of Jim Crow laws on African American rights.
USHC-4.5a Other parts of the country practiced discrimination against African Americans as well.	Can recognize fair and unfair treatment.	Can identify types of discrimination.	Can identify that discrimination against African Americans was not unique to the South and was widespread in the United States.	Can explain societal and historical discrimination against African Americans and other minority groups in the United States.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-3.5: Since Reconstruction ended, different strategies were used to address inequalities for African Americans. Not all the strategies were successful, but they all advanced the cause of civil rights.	Can recognize a civil right.	Can recognize that following Reconstruction, African American rights were not equal to those of whites.	Can explain that after Reconstruction, different strategies were used to varying degrees of success to promote the cause of civil rights for African Americans (supreme court cases, migration North, promotion of higher education).	Can explain the effect of leaders like Booker T. Washington, W.E.B. DuBois and Ida B. Wells-Barnett on the issues of civil rights for African-Americans.
USHC-4.1: People continued to move west. Technologies, like the railroad, made it easier for people to do their work and buy and sell goods. As more and more people moved onto Native American land, the government made laws that forced the Native Americans onto smaller reservations and forced them to adopt white-American culture.	Can recognize inventions of the past.	Can recognize that inventions of the past made life easier.	Can identify that the railroad not only made it easier to move west and buy and sell goods, but this impacted the lives of Native Americans who already lived in the west.	Can explain how the railroad changed life in the United States for all peoples living in North America.
USHC-4.2: The time after the Civil War was a time of tremendous growth and change in the United States because of the growth of business and industry.	Can recognize a factory.	Can recognize that factories used machines.	Can identify how machines and factories changed the way people lived and worked.	Can explain how a development in industry or business after the Civil War affected the United States (e.g., the steel industry, factories, machines, steam engines).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-4.3/4.6: As the population in cities grew, they became crowded, and unsafe. Immigrants came to the US to work in factories. Some people known as Progressives worked to improve the living and working conditions for all Americans.	Can recognize that people work.	Can recognize that working in factories in the past was unsafe.	Can identify Progressives as people who tried to make life in factories and cities safer.	Can describe problems associated with the growth of cities during the late 1800s and early 1900s and the efforts of Progressives to improve conditions.
USHC-4.5b: At the same time, many people gradually went from working on farms to working in factories. This caused many people to move to cities.	Can identify a feature of a city (e.g., tall building, stores, public transportation, many people living together).	Can recognize the difference between urban and rural.	Can identify that people moved from farms to cities after the Civil War.	Can explain why people moved from farms to cities after the Civil War and the impact on the United States economy.
USHC-4.6: Many Progressives were women who also continued to work for women’s right to vote.	Can recognize what it means to vote.	Can recognize that women did not always have the right to vote in the United States.	Can identify that women fought for and gained the right to vote in the United States during the early 1900s.	Can explain that many women were involved in the Progressive movement working for social and political change in America.
USHC-5.1: Because U.S. factories made so many goods, they looked for new places to sell products. This led the United States to change from being isolated to trading around the world.	Can identify an example of trade (e.g., a person buying a product at a store, two countries exchanging goods).	Can recognize that the United States trades goods with other countries.	Can identify that the production of goods in the United States led to increased trade with foreign countries.	Can explain why the production of goods in the United States led to increased trade with foreign countries.
USHC-5.2: Beginning with the Spanish-American War, the United States began to be seen as a world power for the first time.	Can recognize there are other countries in the world.	Can recognize that the United States became important to the world.	Can identify that the Spanish-American War as the beginning of the United States as a world power.	Can explain how the United States became a world power after the Spanish-American War.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-5.4: However, the United States wanted to stay out of World War I. It was led into the war after Germany sank ships with American citizens on them and threatened the United States. The United States and its allies fought against Germany and its allies to win the war.	Can recognize a war is a fight between two or more countries.	Can identify World War I as a war that the United States participated in.	Can identify the events that led to the United States joining with allies during World War I.	Can explain the United States' reasoning behind its reluctance to get involved in WWI and which events led to the involvement of the United States in World War I.
USHC-5.5: After World War I, the United States returned to being isolated.	Can recognize a war is a fight between two or more countries.	Can describe how Americans felt after World War I (i.e., did not want to fight in more European wars).	Can recognize that after World War I the United States did not want to be involved in other nation's problems.	Can explain actions taken by the United States to distance itself from other countries after World War I (e.g., refusal to join League of Nations).
USHC-6.1: Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s (The Great Depression). Americans enjoyed new technologies and inventions. During this time, African Americans were moving in large numbers to the North. In Harlem, the large community that was formed supported African American artists and culture.	Can identify an invention of the early 20th century (e.g., airplane, automobile, appliances).	Can recognize that after World War I, America's economy was successful.	Can identify that there was great economic growth in America during the early 20th century that changed the lives of American citizens including African Americans (e.g., more free-time, thriving artistic culture, cheaper/greater variety of goods, improved forms of transportation, different types of jobs).	Can explain the impact of the societal and economic changes in the 1920s, and the cultural changes exemplified by the Harlem Renaissance.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-6.2: A Constitutional amendment gave women the right to vote. However, racism and discrimination continued against African Americans and immigrants.	Can recognize that women can now vote.	Can identify women as a group of people who had been denied the right to vote.	Can describe how woman gained the right to vote in the United States (i.e., passage of a Constitutional amendment), but discrimination still existed.	Can explain that there were social conflicts in the United States caused by differences between traditional and modern ideas.
USHC-6.3: In the 1930s, many people lost their jobs and could not find new jobs. Many people struggled to live and provide for their families because they were poor.	Can identify the purpose of a job.	Can recognize that as a result of the Great Depression, many American citizens lost their jobs.	Can identify the Great Depression as a time of hardship (i.e., poverty, homelessness, unemployment).	Can identify specific features of the Great Depression (e.g., stock market crash of 1929, high unemployment, bank failures).
USHC-6.4: To help Americans, President Roosevelt introduced new government programs (the New Deal). These programs created jobs, and put laws in place to prevent these problems (The Great Depression) from happening again.	Can recognize a basic purpose of government (e.g., make laws, keep people safe, collect taxes).	Can recognize that the New Deal came after the Great Depression and helped the United States.	Can identify that the New Deal had programs to help Americans who were struggling.	Can explain how President Roosevelt's New Deal programs helped American citizens recover from the Depression and reform the economy.
USHC-7.1: World War II (WWII) began when dictators in Germany and Japan took over neighboring countries. The United States hoped to remain uninvolved. After the bombing of Pearl Harbor by Japan, the United States entered the war.	Can identify a war is a fight between two or more countries.	Can identify that the United States was a participant in World War II.	Can recognize Germany and Japan started World War II and can identify the attack on Pearl Harbor as the event that involved the United States in the war.	Can explain reasons why the United States fought against Germany in Europe and Japan in Asia during World War II.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-7.2: Because most men were fighting outside the country, more women and African Americans worked in factories and in new positions in the military.	Can recognize that people work in factories.	Can recognize that many men who worked in U.S. factories before World War II became soldiers.	Can identify women and African Americans as two groups whose role in American society changed as a result of U.S. participation in World War II.	Can describe specific ways that the role of women and African Americans changed as a result of U.S. participation in World War II (e.g., new employment opportunities on the homefront and in the armed forces).
USHC-7.3: Eventually, the United States and its allies retook control in Europe and the Pacific, winning the war.	Can identify war as a conflict between two or more countries.	Can identify a major participant in World War II (e.g., United States, Japan, Germany, Russia).	Can describe the outcome of World War II (i.e., Europe was liberated from German control and Asia was liberated from Japanese control).	Can explain the impact of the Allied victory in World War II and how conflict between the Allies during the war led to future tensions between nations.
USHC-7.4a: New technology changed how the war was fought and the Great Depression came to an end.	Can identify an example of an invention (i.e., technology).	Can identify an example of technology that is used in war (e.g., radios, airplane, ships, weapons).	Can identify that World War II was won because of advances in technology and that the Great Depression ended.	Can describe technological advances made during World War II and how government actions (e.g., spending, taxes and regulation) at the end of the war ended the Great Depression.
USHC-7.4b: During WWII, the German government imprisoned and killed many European Jewish people and other groups of people. This was known as the Holocaust. This made the world aware of the need to protect human rights. The US also supported the creation of a new country in the Middle East (Israel) for people of Jewish heritage.	Can recognize the country of Israel did not always exist.	Can recognize that Germany mistreated people in World War II.	Can recognize that the German government mistreated Jews and other groups of people during World War II (the Holocaust) which led to the creation of the country of Israel.	Can explain the impact of the Holocaust during World War II on Jews and other groups and how this led to war crimes trials and the creation of Israel.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-7.5: Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.	Can recognize the Cold War came after World War II.	Can recognize The Cold War was a time after World War II when the United States and the Soviet Union were rivals (i.e., disagreed).	Can describe The Cold War as a time of tension after World War II between the U.S. and the Soviet Union and can identify a point of disagreement (e.g. how governments should work, how economies should be run).	Can explain how the United States and Soviet Union made the world more dangerous during the Cold War (e.g., development/build-up of nuclear weapons, competing for control of other countries).
USHC-7.6: In the United States, there were many changes to people’s lives after WWII like the building of suburbs, air travel, use of credit cards, and television. African Americans still faced racism and discrimination in the United States.	Can identify an example of modern technology (e.g., Internet, computers, mobile phones).	Can identify a change in American society (suburbs, air travel, credit cards, television) after WWII.	Can identify changes in America after WWII (suburbs, air travel, credit cards, television) and can recognize that African Americans still faced discrimination.	Can explain that the time after World War II in the United States was a time of prosperity and growth (i.e., baby boomers, consumer culture, suburbs), but while many succeeded, African Americans still faced discrimination.
USHC-8.1: The Civil Rights movement grew after World War II. This movement continued to focus on protecting rights and fair treatment for African Americans. This led to a drive to protect many different groups of people whose rights were not protected.	Can identify a group of people who have been treated unfairly at some point in American History (e.g., African Americans, Native Americans, women, immigrants).	Can recognize that the African American Civil Rights movement affected society in the United States.	Can describe the accomplishments of the African American Civil Rights movement (e.g., de-segregation of public facilities, increased protections of voting rights, influenced other groups seeking equality).	Can describe the effects of the African American Civil Rights Movement on equality for African Americans and its influence on other groups seeking equality.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-8.5: The United States and other countries depend on each other for goods and natural resources in the global economy. As in other time periods, technology continues to advance, strengthening the connections between the global community.	Can identify a good produced in the United States (e.g., corn, automobile).	Can describe why the United States trades with other countries (i.e., to get goods it does not produce itself).	Can identify how international trade and dependence on technology affects the United States (e.g., foreign oil, globalization, cheaper goods, wider range of goods for sale).	Can describe examples of modern technological progress and international interdependence (e.g., trade, globalization).
USHC-8.6: After the Cold War ended in the 1990s, the United States continued to take a leadership role in world affairs. This involvement made some groups of people in other countries angry. On September 11, 2001 (9-11), the United States was attacked by terrorists.	Can recognize that the United States is one of many countries.	Can recognize not all countries agree with the United States.	Can identify that the United State's role as a world leader and its involvement in world politics was not always liked by people in other countries and on September 11, 2001 (i.e., 9-11) the United States was attacked by terrorists.	Can describe the United State's political involvement globally and how the actions of other countries can affect the United States, including the effects of global terrorism.