



Social Studies: United States History

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Early National Development: 1775 to 1877		Domain: Nature of Politics and Government	
Number	Text	Number	Text
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.1.1	Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.
USH.1.2	Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.	USH.1.3	Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
		USH.1.2	Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.
		USH.1.4	Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877.

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Development of the Industrial United States: 1870 to 1900		Domain: Development of the Industrial United States: 1870 to 1900	
Number	Text	Number	Text
USH.2.1	Explain the causes and consequences of the Industrial Revolution.	USH.2.1	Explain the causes and consequences of the Industrial Revolution.
USH.2.2	Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there, including Buffalo Soldiers, the Irish, and the Chinese. (E)	USH.2.3	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.
USH.2.3	Articulate the causes and consequences of Indian wars in the West, and explain how the lives of Native Americans changed with the development of the West. (E)	USH.2.4	Articulate the causes and consequences of Indian wars in the West and explain how the lives of American Indians changed with the development of the West.
USH.2.4	Summarize the impact industrialization and immigration had on social movements of the era, including the contributions of specific individuals and groups.	USH.2.5	Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
USH.2.5	Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years. (E)	USH.2.9	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.

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USH.2.6	Describe and assess the contribution of Benjamin Harrison to national policies on environmental protection, business regulation, immigration, and civil rights.	USH.2.7	Describe and assess the contribution of Indiana's only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.
		USH.2.2	Explain the urban and rural responses to the challenges of the Gilded Age.
		USH.2.6	Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.
		USH.2.8	Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Emergence of the Modern United States: 1897 to 1920		Domain: Emergence of the Modern United States: 1897 to 1920	
Number	Text	Number	Text
USH.3.1	Explain the debates surrounding America's entrance into global imperialism.	USH.3.1	Explain the debates surrounding America's entrance into global imperialism.
USH.3.2	Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform. (E)	USH.3.2	Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.

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USH.3.3	Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919), and Abrams v. United States (1919).	USH.3.4	Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919), and Abrams v. United States (1919).
USH.3.4	Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women’s Suffrage, labor movements, and socialist movement. (E)	USH.3.5	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.
USH.3.5	Analyze the reasons why the United States became involved in World War I. (E)	USH.3.6	Analyze the reasons why the United States became involved in World War I.
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.	USH.3.9	Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
		USH.3.3	Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
		USH.3.6	Analyze the reasons why the United States became involved in World War I.

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Modern United States in Prosperity and Depression: 1920s and 1930s		Domain: Modern United States in Prosperity and Depression: 1920s and 1930s	
Number	Text	Number	Text
USH.4.1	Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace. (E)	USH.4.2	Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.
USH.4.2	Assess the causes of the resurgence of social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.	USH.4.3	Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
USH.4.3	Identify technological developments during the 1920s and explain their impact on rural and urban Americans.	USH.4.4	Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
USH.4.4	Analyze the causes of the Great Depression and its social and cultural impacts. (E)	USH.4.5	Analyze the causes of the Great Depression and its social and cultural impacts.
USH.4.5	Assess the economic impact of the Great Depression on all Americans.	USH.4.7	Assess the economic impact of the Great Depression on all Americans.
USH.4.6	Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.	USH.4.8	Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.

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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.4.9	Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.
		USH.4.1	Explain the significance of protectionist business policies in the 1920's and the effect they had on the economy.
		USH.4.6	Identify and describe the contributions of political and social reformers during the Great Depression Era.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: The United States and World War II: 1939 to 1945		Domain: The United States and World War II: 1939 to 1945	
Number	Text	Number	Text
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.5.3	Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.
USH.5.2	Identify key leaders and events from World War II, and explain the significance of each.	USH.5.4	Identify key leaders and events from World War II and explain the significance of each.
USH.5.3	Describe Hitler's "final solution" policy, and explain the Allied responses to the Holocaust and war crimes. (E)	USH.5.5	Describe Hitler's "final solution" policy and explain the Allied responses to the Holocaust and war crimes.
USH.5.4	Explain the experiences of African Americans, Asian Americans, Hispanic Americans, Native Americans, and women during World War II. (E)	USH.5.6	Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.

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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.5.7	Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.
USH.5.6	Explain the role of World War II as a catalyst for social change.	USH.5.8	Explain the role of World War II as a catalyst for social change.
USH.5.7	Explain the origins of the Cold War. (E)	USH.5.9	Explain the origins of the Cold War.
		USH.5.1	Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America's war preparation.
		USH.5.2	Compare and contrast President Franklin D. Roosevelt's worldview with that of Germany's Adolf Hitler, Italy's Benito Mussolini, the Soviet Union's Joseph Stalin, and Japan's Hideki Tojo.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Post War United States: 1945 to 1960		Domain: Post War United States: 1945 to 1960	
Number	Text	Number	Text
USH.6.1	Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954). (E)	USH.6.3	Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).
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.6.4	Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.

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		USH.6.1	Analyze the principle of containment, including the Domino Theory (Cold War).
		USH.6.2	Explain the origins of the Civil Rights Movement in the North and South (1945-1960).
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: United States in Troubled Times: 1960 to 1980		Domain: United States in Troubled Times: 1960 to 1980	
Number	Text	Number	Text
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.7.1	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.
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.7.2	Evaluate various methods and philosophies (e.g., Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
USH.7.3	Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.	USH.7.3	Assess the social and economic programs of the Kennedy-Johnson era, including policies and legal rulings.
USH.7.4	Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1960 to 1980.	USH.7.4	Describe developing trends in science and technology, and explain how they impacted the lives of Americans during the period 1960 to 1980.
USH.7.5	Identify and analyze the significance of key decisions of the Warren Court.	USH.7.5	Identify and analyze the significance of key decisions of the Warren Court.

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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.7.6	Identify the problems confronting different minorities during this period of economic and social change, and describe the solutions to these problems.
USH.7.7	Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980. (E)	USH.7.8	Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 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.7.10	Explain and analyze U.S. foreign policy with regards to Africa, 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.7.11	Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”
		USH.7.7	Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
		USH.7.9	Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: United States: 1980 to 2001		Domain: United States: 1980 to 2001	
Number	Text	Number	Text
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.8.1	Explain the significance of social, economic, and political issues during the period 1980 to the present and how these issues affected individuals and organizations.

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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.8.2	Describe developing trends in science and technology, and explain how they impact the lives of Americans today, including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.
USH.8.3	Explain how and why the Cold War came to an end and identify new obstacles to U.S. leadership in the world. (E)	USH.8.5	Explain how and why the Cold War came to an end and identify new obstacles to U.S. leadership in the world.
USH.8.4	Explain the background and effects of the September 11, 2001 terrorist attacks on U.S. foreign and domestic policy. (E)	USH.8.8	Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy.
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.8.9	Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA).
USH.8.6	Explain the causes and consequences of deindustrialization in the United States after 1970.	USH.8.10	Explain the causes and consequences of deindustrialization in the United States after 1970.
		USH.8.3	Discuss the origins of the New Right, including the Moral Majority, in the 1980's.
		USH.8.4	Explain the assumptions of supply-side economics or "Reaganomics" and the impact of these policies on ordinary citizens.
		USH.8.6	Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.

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		USH.8.7	Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Westside Community School District v. Mergens (1990), Reno v. American Civil Liberties Union (1997), Mitchell v. Helms (2000), and Bush v. Gore (2000).
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Post 9/11 United States		Domain: Post 9/11 United States	
Number	Text	Number	Text
USH.9.1	Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor. (E)	USH.9.2	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.
USH.9.2	Assess the decisions of the John Roberts Court, especially those which addressed the contests among individual citizens, workers, and corporations.	USH.9.3	Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations.
USH.9.3	Reflect on the role of media and social media in the democratic process. (E)	USH.9.4	Reflect on the role of media and social media in the democratic process.
		USH.9.1	Explain the similarities and differences between George W. Bush’s foreign policy and those who came before him.
		USH.9.5	Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Historical Thinking		Domain: Historical Thinking	
Number	Text	Number	Text
		USH.9.6	Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.
USH.10.1	Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.	USH.10.1	Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
USH.10.2	Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.	USH.10.2	Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
USH.10.3	Analyze multiple, unexpected, and complex causes and effects of events in the past.	USH.10.3	Analyze multiple, unexpected, and complex causes and effects of events in the past.
USH.10.4	Assess competing historical interpretations of a particular historical moment, event, or change.	USH.10.4	Assess competing historical interpretations of a particular historical moment, event, or change.
USH.10.5	Develop arguments, defended with historical evidence, which explain historical change.	USH.10.5	Develop arguments, defended with historical evidence, which explain historical change.