



DEPARTMENT OF EDUCATION

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Working Together for Student Success



Indiana Academic Standards United States History: 1877 to Present Crosswalk

United States History Crosswalk: 2014 and 2020

2014 Standard Language	2020 Standard Language	Changes
United States History		
Standard 1 - Early National Development: 1775 to 1877		
USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone	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. http://www.ourdocuments.gov/content.php?flash=true&page=milestone	No change
USH.1.2: Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.	USH.1.2: Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights.	No change
USH.1.3: 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.	No change
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.	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.	No change
Standard 2 - Development of the Industrial United States: 1870 to 1900		

<p>USH 2.1: Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization.</p>	<p>USA 2.1: Explain the causes and consequences of the Industrial Revolution.</p>	<p>Simplified wording</p>
<p>USH 2.2: Explain key ideas, movements, and inventions, and summarize their impact on rural and urban communities throughout the United States.</p>	<p>USH 2.2: Explain the urban and rural responses to the challenges of the Gilded Age.</p>	<p>Simplified wording</p>
<p>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.</p>	<p>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, the Chinese.</p>	<p><i>Added including Buffalo Soldiers, the Irish, and the Chinese</i></p>
<p>USH 2.4: Explain how the lives of American Indians changed with the development of the West.</p>	<p>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.</p>	<p>Standard rewritten with similar content.</p>
<p>USH.2.5: Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.</p>	<p>USH.2.5: Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.</p>	<p>No change</p>
<p>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.</p>	<p>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.</p>	<p>No change</p>

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.2.7: Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.	No change
USH.2.8: Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).	USH.2.8: Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act 1887, Sherman Antitrust Act 1890).	No change
USH 2.9: Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case.	USH 2.9 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the reasons why African Americans in the South did not have civil rights in the years following Reconstruction.	Added <i>Explain the reasons why African Americans in the South did not have civil rights in the years following Reconstruction.</i>
Standard 3 - Emergence of the United States: 1897 to 1920		
USH 3.1: Describe the events and people central to the transformation of the United States developing into a world power.	USH 3.1: Explain the debates surrounding America’s entrance into global imperialism.	Standard rewritten.
USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.	USH.3.2: Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.	No change
USH.3.3: Compare and contrast the Progressive reforms of Theodore	USH.3.3: Compare and contrast the Progressive reforms of Theodore	No change

Roosevelt, William Howard Taft, and Woodrow Wilson.	Roosevelt, William Howard Taft, and Woodrow Wilson.	
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 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).	No change
USH 3.5: Identify and give the significance of contributions to American culture made by individuals and groups such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair.	USH 3.5: Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair and including movements such as the Harlem Renaissance, women’s suffrage, labor movements, socialist movement.	Added <i>including movements such as the Harlem Renaissance, women’s suffrage, labor movements, and socialist movements.</i>
USH.3.6: Analyze the reasons why the United States became involved in World War I.	USH.3.6: Analyze the reasons why the United States became involved in World War I.	No change
USH.3.7: Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.	USH.3.7: Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.	No change
USH.3.8: Summarize the provisions of the Treaty of Versailles and analyze reasons	USH.3.8: Summarize the provisions of the Treaty of Versailles and analyze reasons	No change

why the treaty was never ratified by the U.S. Senate.	why the treaty was never ratified by the U.S. Senate.	
USH 3.9: Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth.	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.	Standard rewritten.
Standard 4 - Modern United States in Prosperity and Depression: 1920’s to 1030’s		
USH 4.1: Understand the significance of the pro-business policies of President Harding, Coolidge, and Hoover, and the effects these policies had on the economy of the 1920s.	USH 4.1: Explain the significance of protectionist business policies in the 1920 and the effect they had on the economy.	Standard rewritten.
USH 4.2: Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society.	USH 4.2: Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions	Removed <i>analyze how these movements reflected and changed American society.</i> Added <i>including the emergence of women in the public sphere and the professions</i>
USH 4.3: Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era.	USH 4.3: Assess the causes of the resurgence of conservative cultural movements in the early twentieth century, including the Ku Klux Klan, the Red Scare and Prohibition.	Standard rewritten..
USH 4.4: Describe technological developments during the 1920s and explain their impact on rural and urban	USH 4.4: Identify technological developments during the 1920s and explain their impact on rural and urban Americans.	Removed <i>Describe</i> Added <i>Identify</i>

Americans.		
USH 4.5: Analyze the causes of the Great Depression and explain how they affected American society.	USH 4.5: Analyze the causes of the Great Depression and its social and cultural impacts.	Removed <i>explain how they affected American society</i> Added <i>and its social and cultural impacts</i>
USH.4.6: Identify and describe the contributions of political and social reformers during the Great Depression Era.	USH.4.6: Identify and describe the contributions of political and social reformers during the Great Depression Era.	No change
USH 4.7: Analyze the impact the Great Depression had on America’s standard of living.	USH 4.7: Assess the economic impact of the Great Depression on all Americans.	Standard rewritten.
USH 4.8: Identify and explain the significance of New Deal relief programs.	USH 4.8: Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act	Standard rewritten.
USH 4.9: Identify and explain the significance of the expansion of federal power during the New Deal Era in the areas of agriculture, money and banking, industry, labor, social welfare, and conservation.	USH 4.9: Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.	Standard rewritten.
Standard 5 - The United States and World War II: 1939 to 1945		
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.5.1: Analyze the causes and effects of American isolationism during the 1930s and the effect this policy had on America’s war preparation.	No change
USH.5.2: Compare and contrast President Franklin D.	USH.5.2: Compare and contrast President Franklin D.	No change

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.	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.	
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.5.3: Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.	No change
USH.5.4: 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.	No change
USH.5.5: Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes.	USH.5.5: Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes.	No change
USH 5.6: Explain how the United States dealt with individual rights and national security during World War II by examining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women.	USH 5.6: Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.	Standard rewritten.
USH 5.8: Identify and describe the impact of World War II on American culture.	USH 5.8: Explain the role of World War II as a catalyst for social change.	Standard rewritten.
USH 5.9: Explain how World War II led to the rise of the United States and the Soviet Union as rival superpowers.	USH 5.9: Explain the origins of the Cold War.	Removed <i>how World War II led to the rise of the United States and the Soviet Union as rival superpowers</i> Added <i>the origins of the Cold War</i>

Standard 6 - Post War United States: 1945 to 1960

<p>USH 6.1: Understand the Domino Theory and its relationship to the principle of containment. Identify key events and individuals as well as their connections to post World War II tensions.</p>	<p>USH 6.1: Analyze the principal of containment, including the Domino Theory.</p>	<p>Standard simplified.</p>
<p>USH 6.2: Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960).</p>	<p>USH 6.2: Explain the origins of the Civil Rights Movement in the North and South.</p>	<p>Standard rewritten with similar content.</p>
<p>USH 6.3: Describe the Constitutional significance and lasting societal effects of the United States Brown v. Board of Education Supreme Court case.</p>	<p>USH 6.3: Describe the challenges involved with the enforcement of desegregation directives in Brown v. Board of Education of Topeka (1954).</p>	<p>Standard rewritten with similar content.</p>
<p>USH 6.4: Summarize key economic and social changes in post-WW II American life.</p>	<p>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.</p>	<p>Removed <i>Summarize</i> Added <i>Discuss</i> Added <i>including the Second Red Scare and its effects on American culture</i></p>

Standard 7 - United States in Troubled Times: 1960 to 1980

<p>USH 7.1: Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.</p>	<p>USH 7.1: Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBT community, and women to assert their social and civic rights in the years following World War II.</p>	<p>Standard rewritten.</p>
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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.	No change
USH 7.3: Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s.	USH 7.3: Assess the social and economic programs of the Johnson era, including policies and legal rulings.	Standard rewritten.
USH.7.4 Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.	USH.7.4 Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.	No change
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.	No change
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.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.	No change
USH 7.7: Identify areas of social tension from this time period and explain how social attitudes shifted as a result.	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.	Added <i>including the Immigration Reform Act of 1965.</i>
USH.7.8: Explain and analyze changing relations between the	USH.7.8: Explain and analyze changing relations between the	No change

United States and the Soviet Union from 1960 to 1980.	United States and the Soviet Union from 1960 to 1980.	
USH.7.9: Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.	USH.7.9: Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.	No change
USH 7.10: Explain and analyze U.S. foreign policy with regards to issues 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.	Removed <i>issues</i> <i>Added to Africa, Middle East, and China.</i>
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.7.11: Explain the constitutional, political, and cultural significance of the Watergate Scandal and the United States Supreme Court decision of “United States v. Nixon.”	No change
Standard 8 - Pax Americana: 1980 to 2001		
USH.8.1: Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.	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.	No change
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.	No change

<p>USH 8.3: Explain the significance of the rise of the new conservative coalition of the 1980's.</p>	<p>USH 8.3: Discuss the origins of the New Right, including the Moral Majority, in the 1980's.</p>	<p>Removed <i>explain the significance of the rise of the new conservative coalition of the 1980's.</i></p> <p>Added <i>the origins of the New Right, including the Moral Majority, in the 1980's</i></p>
<p>USH 8.4: Explain the assumptions of supply-side economics or "Reaganomics" and how the Reagan administration implemented it.</p>	<p>USH 8.4: Explain the assumptions of supply-side economics or "Reaganomics."</p>	<p>Removed <i>and how the Reagan administration implemented it.</i></p>
<p>USH 8.5: Explain how the Cold War ended and identify new challenges to U.S. leadership in the world.</p>	<p>USH 8.5: Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.</p>	<p>Standard rewritten.</p>
<p>USH 8.6: Analyze important domestic and foreign policies and events of the Clinton and Bush administrations.</p>	<p>USH 8.6: Assess foreign and domestic policies aimed at redressing the effects of the Cold War on the developing world.</p>	<p>Standard rewritten.</p>
<p>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).</p>	<p>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).</p>	<p>No change</p>
<p>USH 8.8: Explain the background and significance of</p>	<p>USH 8.8: Explain the background and effects of the</p>	<p>Removed <i>significance</i></p>

the September 11, 2001 terrorist attacks and the resulting War on Terror.	September 11, 2001 terrorist attacks on US foreign and domestic policy.	Removed <i>and the resulting War on Terror</i> . Added <i>effects</i> Added on <i>US foreign and domestic policy</i> .
USH 8.9: Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy.	USH 8.9: Analyze the impact of globalization on U.S. culture and U.S. economic, political and foreign policy, including NAFTA.	Added <i>including NAFTA</i>
USH 8.10 <i>Standard did not exist</i> .	USH 8.10: Explain the causes and consequences of deindustrialization in the United States after 1970.	New standard
Standard 9 - Post 9/11 United States (Standard 9 is a new standard in 2020.)		
Standard indicators did not exist.	USH.9.1: Explain the similarities and differences between George W. Bush’s foreign policy and those who came before him.	New standard indicator
Standard indicators did not exist.	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.	New standard indicator
Standard indicators did not exist.	USH.9.3: Assess the decisions of the John Roberts court, especially those which addressed the contests among	New standard indicator

	individual citizens, workers, and corporations.	
Standard indicators did not exist.	USH.9.4: Reflect on the role of media and social media in the democratic process.	New standard indicator
Standard indicators did not exist.	USH.9.5: Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.	New standard indicator
Standard indicators did not exist.	USH.9.6: Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.	New standard indicator
Standard 10 - Historical Thinking (Standard 10 was Standard 9 in 2014.)		
USH 10.1: Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.	USH 10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.	Standard rewritten.
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.	No change
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.	No change

<p>USH 10.4: Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p>	<p>USH 10.4: Assess competing historical interpretations of a particular historical moment, historical event, or historical change.</p>	<p>Standard rewritten.</p>
<p>USH 10.5: Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</p>	<p>USH.10.5: Develop arguments, defended with historical evidence, which explain historical change.</p>	<p>Standard rewritten.</p>