

American History

| State Standard Number | State Standard Area/Description | Unit Name | Course Topic Description |
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| 4 | U.S. History | | |
| 4.A | Historical Thinking Skills | | |
| 4.A.1 | Construct a timeline to explain and analyze historical periods in U.S. history | | |
| 4.A.2 | Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history | | |
| 4.A.3 | Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context | Unit 1: Settling the Americas (There are other compare and contrast issues of events and ideas in the history of the U.S. throughout the units.) | Section 5 (see page 2) (There are other compare and contrast issues of events and ideas in the history of the U.S. throughout the units.) |
| 4.A.4 | Analyze change or continuity in the United States over time based on information in stimulus material | Throughout the units | Throughout the units |
| 4.A.5 | Describe multiple perspectives on an historical issue or event in U.S. history | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.6 | Analyze the point of view of an historical figure or group in U.S. history | | |
| 4.A.7 | Analyze or interpret a given historical event, idea, or issue in U.S. history | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.8 | Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.9 | Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues | Throughout the units (Martin Luther, Mayflower Compact, Declaration of Independence and so forth) | Throughout the units (Martin Luther, Mayflower Compact, Declaration of Independence and so forth) |

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| 4.A.10 | Determine when primary and/or secondary sources would be most useful when analyzing historical events | | |
| 4.A.11 | Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.12 | Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) | | |
| 4.A.13 | Analyze source material to identify opinion or propaganda and persuasive techniques | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.14 | Interpret a political cartoon depicting an historical event, issue, or perspective | Unit: 8 Progressivism to Hard Times Unit 6: Reconstructing and Expanding America | Section 4: Social and Cultural Trends Section 5: Big Business |
| 4.A.15 | Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends | Throughout all of the units | Throughout all of the units |
| 4.A.16 | Construct a narrative summary of an historical speech or address | | |

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| 4.A.17 | Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.A.18 | Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.B | United States History | | |
| 4.B.19 | Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States | Unit 6: Reconstructing and Expanding America | Section 4: Innovation and Industry Section 5: Big Business Section 6: Unionization |
| 4.B.20 | Describe the emergence of big business and analyze how it changed American society in the late nineteenth century | Unit 6: Reconstructing and Expanding America | Section 5: Big Business Section 6: Unionization |
| 4.B.21 | Analyze the changing relationship between the federal government and private industry | Unit 6: Reconstructing and Expanding America | Section 5: Big Business |
| 4.B.22 | Describe the phases, geographic origins, and motivations behind mass migration to and within the United States | Unit 6: Reconstructing and Expanding America Unit 7: From the Age of Extremes to a World Power | Section 3: U. S. Expansion Westward Section 2: Immigration Section 3: City Growth |
| 4.B.23 | Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health | Unit 6: Reconstructing and Expanding America | Section 3: U. S. Expansion Westward |

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| 4.B.24 | Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act) | Unit 6: Reconstructing and Expanding America Unit 7: From the Age of Extremes to a World Power | Section 3: U. S. Expansion Westward Section 2: Immigration |
| 4.B.25 | Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams) | Unit 8: Progressivism to Hard Times | Section 2: Government Reform and Women's Rights |
| 4.B.26 | Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation) | Unit 8: Progressivism to Hard Times | Section 2: Government Reform and Women's Rights |
| 4.B.27 | Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of labor unions) | Unit 8 Progressivism to Hard Times | Section 5: Business, Economy, and Government Section 6: Depression and a New Deal |
| 4.B.28 | Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired | Unit 7: From the Age of Extremes to a World Power | Section 5: Imperialist Attitudes |
| 4.B.29 | Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs | Unit 7: From the Age of Extremes to a World Power | Section 5: Imperialist Attitudes |
| 4.B.30 | Identify causes of World War I | Unit 7: From the Age of Extremes to a World Power | Section 6: WWI |

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| 4.B.31 | Describe the events that led to U.S. involvement in World War I | Unit 7: From the Age of Extremes to a World Power | Section 6: WWI |
| 4.B.32 | Identify and describe significant events and issues during World War I | Unit 7: From the Age of Extremes to a World Power | Section 6: WWI |
| 4.B.33 | Identify and explain the consequences of World War I, in terms of changes in U.S foreign and domestic policies during the 1920s (e.g., Treaty of Versailles, Wilson's Fourteen Points, League of Nations) | Unit 7: From the Age of Extremes to a World Power | Section 6: WWI |
| 4.B.34 | Identify the characteristics of the 1920s and describe the cultural changes that resulted (e.g., Harlem Renaissance, prohibition, women's suffrage) | Unit 8: Progressivism to Hard Times | Section 4: Social and Cultural Trends |
| 4.B.35 | Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I | Unit 7: From the Age of Extremes to a World Power | Section 2: The Road to War |
| 4.B.36 | Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society | Unit 8: Progressivism to Hard Times | Section 5: Business, Economy, and Government Section 6: Depression and a New Deal |
| 4.B.37 | Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation | Unit 9: Progressivism to Hard Times | Section 5: Business, Economy, and Government Section 6: Depression and a New Deal |
| 4.B.38 | Describe the conditions that led to the outbreak of World War II | Unit: 9: America: a World Leader Emerges | Section 2: The Road to War |

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| 4.B.39 | Describe the events that led the United States into World War II | Unit 9: America: a World Leader Emerges | Section 2: The Road to War |
| 4.B.40 | Describe the course of World War II, including major turning points and key strategic decisions | Unit 9: America: a World Leader Emerges | Section 3: The War in Europe Section 4: The War in the Pacific |
| 4.B.41 | Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust | Unit 9: America: a World Leader Emerges | Section 5: WWII and the American Home Front Section 6: World War II and Beyond |
| 4.B.42 | Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) | Unit 9: America: a World Leader Emerges | Section 6: World War II and Beyond |
| 4.B.43 | Analyze the spread of Communism after World War II and its impact on U.S. foreign policy | Unit 9: America: a World Leader Emerges Unit 10: The Tumultuous Sixties Unit 11: The Road to the Modern Era | Section 6: World War II and Beyond Section 2: Kennedy and Johnson Section 4: Vietnam and the Nixon Years Section 2: The Ford and Carter Administrations Section 3: The Reagan and George H. W. Bush Administrations |
| 4.B.44 | Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) | Unit 9: America: a World Leader Emerges | Section 6: World War II and Beyond |
| 4.B.45 | Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) | Unit 9: America: a World Leader Emerges Unit 10: The Tumultuous Sixties | Section 6: World War II and Beyond Section 2: Kennedy and Johnson |

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| 4.B.46 | Analyze the reasons for the end of the Cold War and its impact on the world today | Unit 11: The Road to the Modern Era | Section 3: The Reagan and George H. W. Bush Administrations |
| 4.B.47 | Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) | Unit 10: The Tumultuous Sixties | Section 2: Kennedy and Johnson |
| 4.B.48 | Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments | Unit 10: The Tumultuous Sixties | Section 3: Foreign and Domestic Issues |
| 4.B.49 | Describe the effects of Watergate on the United States and its political system | Unit 10: The Tumultuous Sixties | Section 4: Vietnam and the Nixon Years |
| 4.B.50 | Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) | Unit 10: The Tumultuous Sixties | All sections |
| 4.B.51 | Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) | Unit 10: The Tumultuous Sixties | All sections |
| 4.B.52 | Evaluate the effects of the mass media on American society | | |
| 4.B.53 | Describe the impact of technology on American society | Unit 6: Reconstructing and Expanding America | Section 4: Innovation and Industry |

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| 4.B.54 | Analyze contemporary issues in American society and suggest alternative solutions | Discussion group and writing assignments require students to utilize the skills required of this standard. | Discussion group and writing assignments require students to utilize the skills required of this standard. |
| 4.B.55 | Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000) | Unit 10 The Tumultuous Sixties | Section 2: Kennedy and Johnson Section 3: Foreign and Domestic Issues |
| 4.B.56 | Describe the relationship of the United States and nations of the world in the post- Cold War era (e.g., Middle East conflicts, U.S. peace keeping) | Unit 11: The Road to the Modern Era | Section 2: The Ford and Carter Administrations Section 3: The Reagan and George H. W. Bush Administrations Section 4: The Clinton and George W. Bush Administrations |
| 4.B.57 | Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy) | Unit 11: The Road to the Modern Era | Section 2: The Ford and Carter Administrations Section 4: The Clinton and George W. Bush Administrations |
| 4.B.58 | Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education) | Unit 11: The Road to the Modern Era | Section 4: The Clinton and George W. Bush Administrations (terrorism) |