

# Kentucky Academic Standards



## Social Studies

July 2019

## High School: United States History Standards

### Introduction

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States’ transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

### United States History

1877 - 1890	Industrialization, Urbanization and Expansion
1890 - 1929	Cultural Shifts, U.S. Emergence as a Global Power and Growing Prosperity
1929 - 1945	Great Depression through World War II
1945 - 1991	Post-War Prosperity, Cold War and Civil Rights
1991 - Present	Collapse of the Cold War Order and Modern Challenges

Concepts and Practices	Standards
<b>I: Questioning</b>	<p><b>HS.UH.I.Q.1</b>    <b>Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.</b></p> <p><b>HS.UH.I.Q.2</b>    <b>Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.</b></p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>

Concepts and Practices	Standards	
H: Change and Continuity	HS.UH.CH.1	Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.
	HS.UH.CH.2	Analyze changes to economic policies, the size of government and the power of government between 1890-1945.
	HS.UH.CH.3	Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.
	HS.UH.CH.4	Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.
	HS.UH.CH.5	Analyze the impact of technology and new ideas on American culture from 1877-present.
	HS.UH.CH.6	Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.
H: Cause and Effect	HS.UH.CE.1	Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.
	HS.UH.CE.2	Analyze the events that caused the United States to emerge as a global power between 1890-1991.
	HS.UH.CE.3	Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.
	HS.UH.CE.4	Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.
	HS.UH.CE.5	Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.
	HS.UH.CE.6	Analyze how global interactions impacted American culture and society from 1890-present.

Concepts and Practices	Standards	
H: Conflict and Compromise	HS.UH.CO.1	Explain the impact of U.S. expansion at home and abroad between 1877-1929.
	HS.UH.CO.2	Evaluate domestic responses to migration and immigration in the United States from 1877-present.
	HS.UH.CO.3	Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.
	HS.UH.CO.4	Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.
	HS.UH.CO.5	Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.
H: Kentucky History	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
I: Using Evidence	HS.UH.I.UE.1	<b>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</b>
	HS.UH.I.UE.2	<b>Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</b>
	HS.UH.I.UE.3	<b>Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</b>
I: Communicating Conclusions	HS.UH.I.CC.1	<b>Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</b>
	HS.UH.I.CC.2	<b>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</b>
	HS.UH.I.CC.3	<b>Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</b>