

SOCIAL STUDIES – UNITED STATES HISTORY

Subject: United States History
Academic Standard: USH.1
Academic Standard Indicator: USH.1.1
Core Standard: No

Standard Description (Academic or Indicator): Read key documents from the Founding Era and explain major ideas about government, individual rights, and the general public welfare embedded in these documents.

Suggestion for Integrating International Content: Explain how the U.S. Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen are both considered to be precursors to international human rights instruments.

Subject: United States History
Academic Standard: USH.2
Academic Standard Indicator: USH.2.3
Core Standard: Yes

Standard Description (Academic or Indicator): Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.

Suggestion for Integrating International Content: Have students describe the role the international community has played in the development of industry in the U.S., historically and today.

Subject: United States History
Academic Standard: USH.3
Academic Standard Indicator: USH.3.1
Core Standard: Yes

Standard Description (Academic or Indicator): Identify the events and people central to the transformation of the United States into a world power.

Suggestion for Integrating International Content: Have students describe the impact of American involvement in international affairs, such as the Panama Canal.

Subject: United States History
Academic Standard: USH.3
Academic Standard Indicator: USH.3.3
Core Standard: Yes

Standard Description (Academic or Indicator): Compare President Woodrow Wilson's "Fourteen Points" address to the views of British leader David Lloyd George and French leader Georges Clemenceau regarding a treaty to end World War I.

Suggestion for Integrating International Content: Have students compare and contrast the French and British views on Wilson's Fourteen Points with those held by Americans.

Subject: United States History
Academic Standard: USH.3
Academic Standard Indicator: USH.3.4
Core Standard: Yes

Standard Description (Academic or Indicator): Summarize the Versailles Treaty, the formation and purpose of the League of Nations, and the interrelationship between the two.

Suggestion for Integrating International Content: Have students describe the international views on the League of Nations and the Treaty of Versailles. Then compare those views to those of Henry Cabot Lodge and American isolationists.

Subject: United States History
Academic Standard: USH.3
Academic Standard Indicator: USH.3.7
Core Standard: Yes

Standard Description (Academic or Indicator): Explain the impact of immigration, industrialization, and urbanization in promoting economic growth.

Suggestion for Integrating International Content: Have students identify groups of immigrants that came to the U.S. and how they impacted society here.

Subject: United States History
Academic Standard: USH.4
Academic Standard Indicator: USH.4.4
Core Standard: Yes

Standard Description (Academic or Indicator): Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living.

Suggestion for Integrating International Content: Have students identify ways that the stock market crash of 1929 impacted not only the U.S., but other parts of the world.

Subject: United States History
Academic Standard: USH.4
Academic Standard Indicator: USH.4.8
Core Standard: Yes

Standard Description (Academic or Indicator): Describe the cause and effect of American isolationism during the 1930s.

Suggestion for Integrating International Content: Have students explore how the U.S. policy of isolationism affected other countries economically and militarily.

Subject: United States History
Academic Standard: USH.5
Academic Standard Indicator: USH.5.1
Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast President Franklin D. Roosevelt's world view with that of Germany's Adolf Hitler.

Suggestion for Integrating International Content: Compare how the Roosevelt's and Hitler's world views continue to impact the world.

Subject: United States History
Academic Standard: USH.5
Academic Standard Indicator: USH.5.2
Core Standard: Yes

Standard Description (Academic or Indicator): Identify and describe key events that

resulted in the United States entry into World War II.

Suggestion for Integrating International Content: Have students explore how the U.S. impacted the Pacific and European theaters of war during World War II.

Subject: United States History
Academic Standard: USH.5
Academic Standard Indicator: USH.5.3
Core Standard: Yes

Standard Description (Academic or Indicator): Identify and describe key leaders and events during World War II.

Suggestion for Integrating International Content: Have students examine how U.S. leaders and U.S.-led events affected the outcome of World War II.

Subject: United States History
Academic Standard: USH.5
Academic Standard Indicator: USH.5.4
Core Standard: Yes

Standard Description (Academic or Indicator): Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust.

Suggestion for Integrating International Content: Have students research the varied Allies' views on the Holocaust and then describe the conflicting views held by the Allies and the Axis powers. *Extension:* Have students compare this to situations where genocide happens in the world today.

Subject: United States History
Academic Standard: USH.6
Academic Standard Indicator: USH.6.1
Core Standard: Yes

Standard Description (Academic or Indicator): Describe 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 (Cold War).

Suggestion for Integrating International

Content: Have students describe the role the U.S. had in Asia and its impact. Have students consider the Chinese Nationalist perspective compared to the Chinese Communist perspective toward the U.S. and why they would have different perspectives. **Example:** Students should also explore the United Nations perspective and the U.S. perspective regarding the Korean Conflict. **Example:** When studying Vietnam, students should weigh the pros and cons of unilateral, preemptive military action and how the international community views that. **Suggested resource:** The documentary film *Fog of War* by Errol Morris (Sony Pictures Classics, 2004).

Subject: United States History

Academic Standard: USH.7

Academic Standard Indicator: USH.7.5

Core Standard: Yes

Standard Description (Academic or

Indicator): Identify and describe United States foreign policy issues during the 1960s and 1970s.

Suggestion for Integrating International

Content: Have students describe the impact of U.S. foreign policy on countries around the world during this era.

Subject: United States History

Academic Standard: USH.7

Academic Standard Indicator: USH.7.6

Core Standard: Yes

Standard Description (Academic or

Indicator): Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980 as demonstrated by the Cuban Missile Crisis, the crisis in Berlin, the U-2 incident, the space race, and the SALT agreements.

Suggestion for Integrating International

Content: Have students consider how events such as the Cuban Missile crisis, the Berlin Wall, and the SALT agreements influenced policies of countries around the world.

Subject: United States History

Academic Standard: USH.8

Academic Standard Indicator: USH.8.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Identify and describe important United States foreign policy issues, the people involved and the impact on the country.

Suggestion for Integrating International

Content: Have students research how U.S. foreign policy impacted other countries, issues, and events. **Examples:** Afghanistan; nuclear proliferation; Persian Gulf War.

Subject: United States History

Academic Standard: USH.8

Academic Standard Indicator: USH.8.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Describe developing trends in science and technology and explain how they impact the lives of Americans today.

Suggestion for Integrating International

Content: Have students describe the impact of U.S. energy policy, including what impact science and technology have on American and international lives today. Students should weigh the advantages and disadvantages of the government investing in green technology and the U.S. reliance on oil from other nations. They should study how government policies on these issues affect quality of life here and abroad. **Extension:** Have students explore Brazil's sustainable ethanol industry, including exports, as well as China's current monopoly on hybrid batteries, and their effects on the U.S.

Subject: United States History

Academic Standard: USH.8

Academic Standard Indicator: USH.8.6

Core Standard: Yes

Standard Description (Academic or

Indicator): Analyze the impact of globalization on U.S. economic, political, and foreign policy.

Suggestion for Integrating International

Content: Have students describe how U.S. economic, political, or foreign policy has impacted other countries around the world. **Example:** The North American Free Trade Agreement.