

South Carolina Alternate Assessments Performance Level Descriptors

Social Studies and US History and Constitution

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Standards Reference Number Abbreviations

United States Studies: 1865 to the Present (U)

Contemporary Cultures: 1600 to the Present (C)

US History and Constitution (USHC)

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Grade 5: Social Studies

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>U 5-1.1: During the Civil War, the president, Abraham Lincoln, wanted to keep the country together and end the war fast. After Lincoln was killed, the new president, Andrew Johnson, continued that same plan. After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called Reconstruction. People from the southern states, or the South, wanted to return to a normal way of life as quickly as possible. Congress created a series of programs to help people from the South, especially African Americans.</p>	<p>Can identify President Abraham Lincoln.</p>	<p>Can recognize that the purpose of Reconstruction was to bring the North and South back together after the Civil War.</p>	<p>Can recognize that President Lincoln, with the help of Congress, began Reconstruction to bring the North and the South back together through programs to help people from the South return to a normal way of life after the Civil War; and that President Johnson continued Reconstruction after Lincoln was killed.</p>	<p>Can explain President Lincoln's (and after his death, President Johnson's) and Congress' role in Reconstruction as well as the resistance of some in the South to recognize freedmen's new rights.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-1.2: Changes were made to the Constitution that helped give some rights to African Americans, like freedom for all slaves, citizenship, and the right to vote.	Can recognize the difference between freedom and slavery.	Can identify that slavery ended.	Can identify that the Constitution was changed to end slavery and give African Americans rights (e.g., citizenship, right to vote).	Can explain that amendments to the Constitution banned slavery and gave rights to African Americans (e.g., citizenship, right to vote) which changed the way labor functioned in the South (e.g., sharecropping).
U 5-1.3: As these new laws were passed, people in the South formed racist groups like the Ku Klux Klan. Some of these groups used violence to show racism and discrimination towards African Americans and immigrants.	Can recognize fair and unfair.	Can recognize that racism and discrimination affected African Americans in the South.	Can identify that once federal troops left the South, racist groups (e.g., the Ku Klux Klan) increased their discrimination against African Americans.	Can explain that after federal troops left the South, the power and influence of racist groups (e.g., the Ku Klux Klan) increased, and discrimination against African Americans became more prevalent.
U 5-1.4: The effects of Reconstruction continued to improve the lives of poor white men and African Americans in the South.	Can recognize there was a Civil War in America.	Can identify that Reconstruction came after the Civil War.	Can recognize that Reconstruction helped people in the South.	Can explain that the programs of Reconstruction improved the lives of people in the South.
U 5-2.1: After the Civil War, many people in the United States moved west for economic reasons. Traveling was hard because people had to cross mountains, deserts, and rivers.	Can identify the West on a simple map of the United States.	Can recognize that people moved West after the Civil War.	Can identify that people moved west after the Civil War for new opportunities (e.g. land ownership, natural resources), but that traveling was difficult (e.g., weather, mountains, rivers, deserts, distance).	Can summarize the reasons people moved west after the Civil War (e.g., land ownership, natural resources) and explain the difficulties involved in traveling west (e.g., climate, geography, distance).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-2.2: The government provided the land for settlers. New technologies helped the settlers. The railroad provided transportation and supplies for some people, and new farming tools made it easier for settlers to do their work.	Can identify the West on a simple map of the United States.	Can identify that the government helped people who moved to the West.	Can recognize that the government provided land to settlers in the West (i.e., the Homestead Act), and new technology helped the settlers (e.g., farming tools, railroad).	Can explain how new technologies (e.g., railroad, steel plow) and government policies (e.g., the Homestead Act) helped the development of the West.
U 5-2.3: Different groups of people like ranchers, miners, farmers, and Mexican Americans were in conflict or cooperation based on the availability of natural resources. As news of chances to get wealthy spread, more people moved west, which created more conflict.	Can identify a natural resource (e.g., animals, ore, water, land, trees, etc.).	Can recognize that different groups wanted the same land.	Can identify that people in the West (e.g., U.S. settlers, Mexicans, Native Americans) had conflicts because they wanted the same land and resources.	Can explain that as people moved to the West, U.S. settlers were in conflict with other people for the same land and resources (e.g., European and Asian immigrants, Native Americans, Mexicans).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-2.4: At first, many Native Americans welcomed and cooperated with explorers of the West. As more and more people moved onto Native American land, the government made laws that forced Native Americans onto smaller, unwanted pieces of land called reservations. There were no jobs, and food, housing, and schools were scarce on the reservations.	Can recognize the difference between Native Americans and Europeans.	Can identify that Native Americans lived in the West prior to Europeans.	Can identify that Native Americans were affected by settlers who moved west and were forced off of their lands and onto reservations.	Can explain that westward expansion affected Native Americans negatively (e.g., conflict over land ownership; displacement of Native Americans; resettlement to reservations; unfair federal policies).
U 5-3.1: After the Civil War, many people in the United States gradually went from working on farms to working in factories. Life became easier due to new technologies and inventions like the light bulb, telegraph, and telephone.	Can recognize an invention of the past (e.g., light bulb, telephone, telegraph).	Can recognize that new inventions (e.g., light bulb, telephone, telegraph) made life easier after the Civil War.	Can recognize that after the Civil War, new inventions made life easier (e.g., light bulb, telegraph, telephone), and people moved to cities and began to work in factories.	Can explain that machines and factories changed the way people lived and worked after the Civil War.
U 5-3.2: African Americans still faced racism and discrimination. Unfair laws were passed by all of the governments in the southern states. These laws were called Jim Crow laws. The goal of these laws was to keep white men in power.	Can recognize fair and unfair.	Can identify that African Americans suffered discrimination.	Can recognize a Jim Crow law and recognize that it was meant to discriminate against African Americans.	Can explain how laws during the Jim Crow period were unfair toward African Americans and meant to keep white men in power.

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U 5-3.3: Many people came to the United States from other countries. These people were called immigrants. Immigrants came to the United States for economic and religious reasons. The growth and development of America continued to change because immigrants brought their different cultures.	Can recognize the United States is one of many countries in the world.	Can identify what it means to be an immigrant.	Can identify that immigrants come to the United States for many reasons and they have had an influence on the culture of the United States.	Can summarize the effect immigrants have had on the United States of America.
U 5-3.4: Many people were needed to work in factories and other big businesses. The availability of jobs attracted many people to the cities to work. The living and working conditions in the cities were very bad. Some people, known as Progressives, worked to make these conditions better.	Can recognize a factory.	Can recognize that working in factories in the past was unsafe.	Can identify Progressives as people who tried to make life in factories and cities safer.	Can explain that cities grew larger as people moved there to work, but living and working conditions were poor, so people known as Progressives tried to make working and living conditions better.
U 5-3.5: For the first time, the United States began to control lands far away, especially after the Spanish-American War.	Can recognize the United States is one of many countries in the world.	Can recognize that the United States became important to the world.	Can identify that after the Spanish-American war, the United States controlled new lands.	Can explain the Spanish-American war was fought to gain new lands to provide raw materials and new markets for the United States.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>U 5-3.6: The United States wanted to stay out of World War I, but entered the war after a series of events by Germany—like sinking ships with American citizens on them and threatening the United States. The United States fought with other countries in Europe against Germany and its allies. The United States and its allies won the war.</p>	<p>Can recognize a war is a fight between two or more countries.</p>	<p>Can identify the United States was involved in World War I.</p>	<p>Can explain why the United States joined World War I (e.g., sinking of ships with U.S citizens on board; threatening the United States) and that the United States and its allies won the war.</p>	<p>Can summarize the reasons the United States wanted to stay out of World War I, why the United States eventually joined the fighting, and how the United States affected the outcome of the war.</p>
<p>U 5-4.1: The daily life of many Americans was affected by the good economic times of the 1920s. Wealthy Americans enjoyed new technologies and inventions like automobiles, airplanes, and appliances. More changes were made to the Constitution, including the right to vote for women. Racism and discrimination continued against African Americans and immigrants through this time.</p>	<p>Can identify what it means to vote.</p>	<p>Can identify that women could not always vote in the United States.</p>	<p>Can identify that after World War I, daily life in the United States was improved by new technology (e.g., automobiles, airplanes, appliances), and the Constitution was changed to give women the right to vote.</p>	<p>Can explain that after World War I, the Constitution was changed to give women the right to vote, and that daily life in America was improved by a successful economy and many new technologies (e.g., automobiles, airplanes, appliances). However, racism and discrimination against African Americans and immigrants continued.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-4.2: Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s. In the 1930s, many people lost their jobs and could not find new jobs. Many people were poor. They struggled to live and provide for their families.	Can identify the purpose of a job.	Can recognize The Great Depression was a time when people had a difficult time finding work.	Can explain that after being successful, the United States had a period of time where there was struggle (i.e., The Great Depression) because people lost their jobs.	Can identify causes of The Great Depression (overproduction of goods, inflation, the stock market crash, drought) and how life was affected (unemployment, failed banks).
U 5-4.3: To help Americans, President Roosevelt introduced programs in his plan called the New Deal. These programs provided food, created jobs, and put laws in place to prevent these problems from happening again.	Can identify a purpose of government (e.g., keep people safe, make laws, control economy)	Can recognize the New Deal helped the United States.	Can explain that President Roosevelt introduced programs to improve the lives of Americans in the New Deal (e.g., created jobs, provided food, introduced economic laws).	Can summarize the purpose and effect of President Franklin D. Roosevelt's New Deal programs on the United States (e.g., Civilian Conservation Corps, Social Security Act).

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U 5-4.4; U 5-4.5: Because of poor economic conditions around the world, unfair leaders like Hitler, Mussolini, and Stalin came to power and took over other countries. The Second World War, or WWII, began. The United States tried to stay out of the war, but after the bombing of Pearl Harbor by Japan, the United States joined the war. Eventually, the United States and its allies retook control in Europe and the Pacific, winning the war.	Can recognize a war is a fight between two or more countries.	Can identify that the United States participated in World War II.	Can recognize Germany and Japan started World War II and can identify the attack on Pearl Harbor as the event that involved the United States in the war.	Can explain that many countries in the world struggled economically and turned to unlimited governments as a solution; as a result, these governments began invading other countries in Europe, beginning World War II; Japan bombed Pearl Harbor and drew a reluctant United States into the war, eventually leading to a victory by the United States and its allies.
U 5-4.6: Key developments in technology like computers, better airplanes, and better weapons changed how the war was fought and helped the economy of the United States both during the war years and in the postwar period.	Can identify an example of technology that is used in war (e.g., radios, airplanes, ships, weapons).	Can identify that World War II was won because of advances in technology.	Can identify that key developments in technology like computers, better airplanes, and better weapons changed how the war was fought, and helped the economy of the United States both during the war years and in the postwar period.	Can explain that improved technology (e.g., aviation, weaponry, communication) helped the United States and its allies win World War II and bolstered the economy of the United States during and after the war.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>U 5-4.7: During the war, most men were fighting outside of the country. Because of a need for more workers, more women and African Americans worked in factories.</p>	Can recognize that soldiers fight wars.	Can recognize that many men were soldiers during World War II.	Can identify that women and African Americans had more employment opportunities as a result of U.S. participation in World War II.	Can summarize how the roles of women and African Americans changed as a result of U.S. participation in World War II (e.g., new employment opportunities on the home front and in the armed forces).
<p>U 5-5.1: After World War II (WWII), the United States and the Soviet Union did not agree on types of governments. The Cold War was a period of time in which the United States and the Soviet Union competed to try to influence other nations to follow their styles of government. This competition led to a series of conflicts like the Korean War, building the Berlin Wall, Cuban Missile Crisis, and Vietnam War. There was also a fear that powerful weapons called atomic bombs would be used.</p>	Can identify the United States and the Soviet Union (Russia) on a simple map.	Can identify that the Cold War was between the United States and the Soviet Union and came after World War II.	Can recognize how disagreements between the United States and the Soviet Union led to tensions between the two nations (e.g., the Cold War) and sparked conflicts in other parts of the world (e.g., Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War).	Can identify the points of disagreement between the United States and USSR during the Cold War and how this led to conflicts in other parts of the world (e.g., building of the Berlin Wall, Cuban Missile Crisis, Vietnam War), and a general atmosphere of tension between the two nations.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-5.2: In the United States, there were many changes to people’s lives after WWII, like the building of suburbs, air travel, use of credit cards, and mass media. Because they were no longer needed in the factories, women returned to working in the home.	Can identify an example of modern technology (credit cards, television, computers).	Can recognize a major change in America after WWII (e.g., suburbs, mass media, air travel).	Can identify that American society changed after WWII because of soldiers returning from war and due to technological advances (women returned to working in the home, creation of suburbs, mass media, credit cards, air travel).	Can explain changes in the society and culture of the United States after World War II (suburbs, air travel, credit cards, mass media) and how societal expectations shifted with the return of soldiers from war.
U 5-5.3: African Americans were still facing racism and discrimination in the United States. The Civil Rights movement grew after WWII. This movement focused on getting more rights and fair treatment for African Americans. Civil rights leaders like Rosa Parks and Dr. Martin Luther King, Jr., helped bring positive changes in schools, public places, and voting.	Can identify a leader in the Civil Rights Movement (e.g., Rosa Parks, Martin Luther King, Jr., Malcolm X).	Can recognize the Civil Rights Movement worked to protect rights.	Can recognize that African Americans continued to be discriminated against in the United States and after World War II, and the Civil Rights Movement and prominent African American leaders (e.g., Rosa Parks, Martin Luther King, Jr.) worked to end discrimination.	Can describe the role and effect Civil Rights leaders (e.g., Rosa Parks, Martin Luther King, Jr., Malcolm X) had in promoting the Civil Rights Movement in the United States (e.g., de-segregation of public facilities, increased protections of voting rights).
U 5-6.1: The Cold War came to an end in the 1980s and 1990s.	Can identify the United States and the Soviet Union (Russia) on a simple map.	Can recognize that the Cold War ended.	Can identify that the Cold War came to an end in the 1980s and 1990s.	Can explain how the Cold War between the United States and the Soviet Union came to an end in the 1980s and 1990s.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-6.2: The United States continued trying to help countries in the Middle East that were in danger of being taken over or attacked. This involvement made some groups of people in other countries angry.	Can recognize that the United States is one of many countries.	Can recognize that the United States is an important country in the world.	Can identify that the United States is a world leader and that its attempts to assist struggling countries in the Middle East angered some groups of people.	Can analyze the effect of United States foreign policy (e.g. humanitarian aid, economic support) on perceptions of the United States as a world power by other countries (e.g., Iran, Iraq, Saudi Arabia, Yemen, Afghanistan).
U 5-6.3: On September 11, 2001, or 9-11, the United States was attacked by terrorists, and life for all Americans changed.	Can recognize that September 11, 2001, came after the Cold War.	Can recognize that the United States was attacked on September 11, 2001 (9-11).	Can identify that on September 11, 2001 (9-11), the United States was attacked by terrorists, and life for all Americans changed.	Can explain that differences in political ideas led terrorists to attack the United States on September 11, 2001 (9-11), and that life in America changed as a result.
U 5-6.4: Technology continues to improve the daily life of many Americans with the use of computers, satellites, and other communication inventions.	Can identify an example of modern technology (e.g., cell phone, satellite, computer).	Can recognize that Americans use technology to communicate daily (e.g., cell phones, satellites, computers, mass media).	Can identify that the use of communication technology (e.g., cell phones, computers, satellites) affects daily life in the United States.	Can analyze the impact of modern communication technology (e.g., satellites, computers, cell phones, the Internet) on daily life in the United States.
U 5-6.5: The United States and other countries depend on each other for goods and natural resources. American culture influences and is influenced by cultures around the world.	Can recognize what it means to trade.	Can identify an example of global trade (i.e., oil, manufactured goods, food products).	Can identify that the United States and other countries trade resources, goods, and ideas with each other; therefore the United States is influenced by other countries and influences other countries.	Can describe how international trade and communication affect the United States (e.g., global trade, sharing of cultures).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
U 5-6.6: People are much more concerned about the environment. Many people speak of “going green,” meaning to reduce, reuse, and recycle.	Can recognize an aspect of the environment (e.g. water, air, land).	Can recognize that "reduce, reuse, and recycle" and the concept of "going green" are related to the environment.	Can identify that many people are concerned about the environment and make decisions that affect how they live their life in order to protect the environment (e.g., "going green", "reduce, reuse, recycle").	Can explain why people are concerned about the environment and how the concept of "reduce, reuse, and recycle" seeks to help reduce pollution and waste.

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Grade 7: Social Studies

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-1.2: To start exploring the world, Europeans began using new technologies like ships and compasses to help them travel by sea. They also had new weapons like guns and cannons to help them take over land.	Can identify different technologies that European explorers used (e.g., ships, compasses, guns, cannons).	Can identify that Europeans used ships to explore the world and take over land.	Can recognize that Europeans used technologies such as ships, compasses, guns, and cannons to explore the world and take over land.	Can explain how certain technologies (e.g., ships, compasses, guns, cannons) allowed Europeans to explore the world and take over land.
C 7-1.3: European nations began to explore the world in the 1500s and 1600s to try to make their mother countries wealthy.	Can recognize that explorers are people who search/searched for new land.	Can identify that Europeans began to explore the world in the 1500s and 1600s.	Can recognize that Europeans began to explore the world in the 1500s and 1600s in order to make their mother countries wealthy.	Can describe factors in the 1500s and 1600s that led European governments to fund expeditions to distant parts of the world (e.g., desire for wealth, control of trade routes).
C 7-1.4: Out of this system of trade, people started their own private businesses trying to make money for themselves instead of making the mother country wealthy.	Can identify money and basic examples of trade (e.g., going to the store, buying a product).	Can identify that Europeans explored the world in order to trade and make money.	Can recognize that early European exploration and trade led to people starting their own private businesses and making money for themselves instead of their mother countries.	Can describe how early European exploration and colonization led to the growth of capitalism, privately-owned businesses, international trade, and the rise of a middle-class.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>C 7-1.5: To help their nations become rich, the Europeans went to Asia, the Americas, and Africa. In Asia, Europeans went to trade to get goods to sell in Europe for money. In the Americas, they set up plantations to grow cash crops and get raw materials that could be brought back to Europe to make money. In Africa, the Europeans began the slave trade as another way to make money. During this system of trade, the influence of the Europeans had many effects on these places. In Asia, they introduced Christianity, which upset Asian rulers. In the Americas, the Europeans also introduced Christianity as well as their languages and government systems. In Africa, the slave trade, which Europeans introduced, led to a major decrease in population and other problems for Africans.</p>	<p>Can identify money and basic examples of trade.</p>	<p>Can identify that Europeans traded goods in Asia and Africa and colonized the Americas.</p>	<p>Can identify that Europeans traded goods in Asia and Africa and colonized the Americas to gain access to raw materials and set up agricultural/cash-crop plantations; however this colonization often negatively affected the people already living in those areas.</p>	<p>Can explain economic factors that motivated Europeans to engage in trade in Asia and Africa and to establish colonies in the Americas, and the effect this trade and colonization ultimately had on the already established cultures in those areas.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-2.1: There are two different types of government: unlimited government and limited government.	Can identify a feature or symbol of a government.	Can recognize the difference between an unlimited government and a limited government.	Can identify an example of an unlimited government or a limited government.	Can explain how the relationship between government leaders and citizens in an unlimited government differs from the relationship between government leaders and citizens in a limited government.
C 7-2.2: In an unlimited government, rulers have all the power to make laws. In a limited government, citizens have rights and help make laws. Advances in science and mathematics during the Scientific Revolution led people in Europe to question and challenge old belief systems.	Can recognize that people can have different opinions.	Can recognize the Scientific Revolution describes a time period.	Can identify the Scientific Revolution was a time when people used reason and science to question long held beliefs.	Can explain how the Scientific Revolution led people in Europe to question and challenge old belief systems.
C 7-2.3: The Scientific Revolution influenced thinkers of the Enlightenment, such as John Locke, to question old government systems that were unlimited governments. They began to think about the rights of citizens and began supporting the use of limited governments.	Can recognize that people discuss and share their ideas with each other.	Can identify that during the Scientific Revolution and the Enlightenment, new discoveries were made and new ideas were discussed.	Can recognize that the Scientific Revolution influenced Enlightenment thinkers to question and criticize government systems that were unlimited forms of government.	Can explain how the ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire were influenced by the Scientific Revolution.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-2.4: The English Civil War began because citizens wanted to limit the power of the king. The outcome resulted in a limited government where citizens made laws and had rights.	Can identify what a monarchy is (i.e., ruled by a king or queen).	Can identify that the English Civil War took place in England.	Can recognize that the English Civil War began because citizens wanted to limit the power of the king and that the outcome of the English Civil War resulted in a limited government where citizens made laws and had rights.	Can describe factors that led to the outbreak of the English Civil War (e.g., monarchy's abuse of power) and how the outcome of the English Civil War affected England's government (e.g., establishment of a limited government).
C 7-2.5: These events led to the American and French Revolutions and the development of limited governments with constitutions. A constitution is a document that lists the laws and rights of citizens.	Can recognize a constitution is a list of laws.	Can identify that a constitution limits the power of the government.	Can recognize that events of the Enlightenment led to the American and French Revolutions and to the development of limited governments with written constitutions.	Can explain how specific Enlightenment ideas (e.g., the protection of individual rights, the relationship between citizens and government) led to the American and French Revolutions.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>C 7-3.1: The French Revolution began because not all of the citizens had the same rights. After the success of the American Revolution, French citizens wanted their basic rights. The commoners rebelled and changed the government to a limited government. Many people were killed during the French Revolution. As a result, Napoleon, an army general, took control of the government and made himself Emperor.</p>	<p>Can identify France on a simple map.</p>	<p>Can identify that the French Revolution took place because French citizens wanted more rights.</p>	<p>Can identify that the French Revolution took place because French citizens wanted more rights and a limited government, and that following the French Revolution, Napoleon, a French General, took control of the French government and made himself emperor.</p>	<p>Can explain the significance of key events that took place during the French Revolution (e.g., initial calls for political reforms, storming of the Bastille, Reign of Terror, Napoleon's rise to power).</p>
<p>C 7-3.2: The Napoleonic Wars started when he sent French soldiers to take over other European countries. The French Army was eventually defeated because it tried to take over too much land. People from the countries that the French Army took over wanted to rule themselves, which is known as nationalism.</p>	<p>Can recognize Napoleon as a historical figure who ruled France.</p>	<p>Can identify that Napoleon was an unlimited ruler of France.</p>	<p>Can recognize that under Napoleon, the French Army took over other European countries but was eventually defeated because it tried to take over too much land.</p>	<p>Can describe a specific failure that led to the collapse of the French Empire under Napoleon (e.g., over-extension of the French Army into Russian territory).</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-3.3: Nationalism in Europe led some people in North America and South America to fight back against their European rulers because they wanted to rule themselves.	Can identify a colony as a land and people ruled by a far-away country.	Can identify that there was conflict between colonies in North America and South America and the country that ruled them.	Can recognize that nationalism led some people in North America and South America to fight back against their European rulers so that they could rule themselves instead.	Can explain how ideas of the Enlightenment inspired political revolutions against colonial rule in the Americas (e.g., revolutions in Haiti, Mexico, and South America).
C 7-3.4: Beginning in the late 1700s, new machines made products faster and easier to manufacture, causing the Industrial Revolution. Places that used many machines were called factories. Many people got jobs in factories, but conditions were dangerous, hours were long, and pay was low. Factory owners got rich. Cities grew as people moved to them to work in factories.	Can recognize that factories make different products that people buy.	Can identify that during the Industrial Revolution, more factories were built and cities grew larger.	Can identify the main features of the Industrial Revolution (e.g., growth of cities, development of the factory system, wealthy factory owners, factory jobs in cities, new machines that made products faster and easier to make, dangerous working conditions, long hours, low pay, child labor).	Can describe how the Industrial Revolution permanently changed American and European societies (e.g., urban growth, mass production, development of an upper class).
C 7-3.5: European countries with many factories needed more raw materials to make goods and more places to sell their goods. They began taking over other countries in Africa and Asia to get raw materials and more markets for their factory goods.	Can identify a colony as a piece of land that is ruled by a far-away country.	Can recognize that in the late 1800s, European countries began taking over countries in Africa and Asia.	Can recognize that in the late 1800s, European countries needed more raw materials to make goods and more places to sell goods, so they began taking over countries in Africa and Asia to get raw materials and set up markets.	Can explain that European demand for industrial raw materials and new markets led to a renewed round of European colonization in Africa and Asia during the late 1800s.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-3.6: Nationalism influenced people who lived in the countries taken over by industrial nations. They began to fight back because they wanted to rule themselves, but were unsuccessful for many years. To prevent this trend from happening in its country, Japan built a large modern army and industrialized.	Can recognize that people in colonies have often fought back against the countries who ruled them.	Can recognize that during the late 1800s, colonies in Africa and Asia fought back against the European countries that had colonized them.	Can recognize that people living in countries taken over by European powers during the late 1800s began to fight back because they wanted to rule themselves, and that during this time, the country of Japan industrialized and built a large modern military.	Can describe factors (e.g., nationalism, economic problems, discrimination) that caused populations of countries ruled by European powers to rebel against colonial rule starting in the late 1800s.
C 7-3.7: Seeing the success of the European countries, the United States wanted to be a world power. The United States fought and won a war against Spain for its colonies. The United States gained more land, got more raw materials, and opened new markets.	Can recognize a war as a conflict between two or more countries.	Can identify that the United States won the Spanish-American War.	Can recognize that as a result of winning a war against Spain (Spanish-American War), the United States became a world power by gaining more land (colonies) and access to new raw materials and markets.	Can describe how the United States' victory in the Spanish-American War allowed it to become a world military power (e.g., acquisition of colonies, distant military bases, new markets).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>C 7-4.1: World War I began in Europe because countries wanted to rule themselves and feared being taken over. Many countries became involved because they had made promises to defend each other. Because of machines, many new weapons were developed. The United States wanted to stay out of the war, but entered after a series of events by Germany, such as sinking ships with American citizens on them and German threats against the United States.</p>	<p>Can recognize that the United States participated in World War I.</p>	<p>Can identify that World War I took place in Europe and that the United States participated in World War I.</p>	<p>Can recognize that World War I was a conflict that took place in Europe and that the United States entered the war after a series of conflicts with Germany, such as the sinking of ships with American citizens on them.</p>	<p>Can identify militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand as factors that led to the start of World War I, and explain reasons why the United States eventually entered the war.</p>
<p>C 7-4.2: After the war was over, Germany was punished by losing land and having to pay other countries large amounts of money. Germany thought this was unfair, and this would be a cause of World War II.</p>	<p>Can identify Germany as a country that participated in World War I.</p>	<p>Can identify that Germany was defeated in World War I.</p>	<p>Can identify that after losing World War I, Germany was punished by having land taken away from it and having to pay other countries large amounts of money.</p>	<p>Can explain that the Treaty of Versailles punished Germany for its role in World War I and that German resentment about the Treaty of Versailles was a factor that contributed to the start of World War II.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-4.3: The economy of Europe was badly damaged because of World War I. Countries had to rebuild after the war and did not have enough money to buy goods made in the United States. This caused many people in the United States to lose their jobs and businesses in the United States to lose money. This was an economic time called a “depression.” This led to more economic problems around the world and became known as “The Great Depression.”	Can identify consequences of wars (e.g., damaged buildings, people injured/killed).	Can identify that the continent of Europe was badly damaged as a result of World War I.	Can recognize that the economy of Europe was badly damaged because of World War I and that European countries had to rebuild after the war.	Can describe different ways that European society was damaged as a result of World War I (e.g., destroyed cities, injured soldiers, unemployment).
C 7-4.4: Due to these economic problems, some countries turned to unlimited governments to solve their problems.	Can identify a feature or symbol of a government.	Can identify one difference between a limited and unlimited government.	Can recognize that some European countries turned to unlimited governments to solve their economic problems in the years between the end of World War I and the start of World War II.	Can describe reasons why communism in the Soviet Union and Nazism in Germany was able to grow stronger in the years between the end of World War I and the start of World War II.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>C 7-4.5: Unlimited governments in Germany, Italy, and Japan began taking over other countries in order to get more raw materials and help their economies. This led to World War II, as some countries began protecting other countries from being taken over. During the war, Germany took over most of Europe and Japan took over large parts of Asia. The United States tried to stay out of the war but was attacked by Japan. The United States, Great Britain, and the Soviet Union fought together, as the allies, against Germany, Japan, and Italy. These countries were known as the Axis Powers. The United States, Great Britain, and the Soviet Union won the war.</p>	<p>Can recognize that the United States participated in World War II.</p>	<p>Can identify that World War II took place in Europe and Asia and that the United States participated in World War II.</p>	<p>Can identify major features of World War II - e.g., Germany, Japan, Italy (known as the Axis Powers) had unlimited governments that invaded other countries; Germany took over parts of Europe; Japan took over parts of Asia; Japan attacked the United States. The United States, Great Britain, and the Soviet Union (known as the Allied Powers) fought together against the Axis Powers. The United States, Great Britain, and the Soviet Union won the war.</p>	<p>Can explain factors related to the Axis Powers' aggression during World War II (e.g., German territorial expansion, German anti-Semitism, Japanese growth as a colonial power) and describe the impact of major events that took place during World War II (e.g., attack on Pearl Harbor, invasion of Normandy, use of atomic bombs).</p>
<p>C 7-4.6: During World War II, Germany's unlimited leader, Adolf Hitler, tried to have all Jewish people in Europe killed. This was known as the Holocaust.</p>	<p>Can recognize the Holocaust as a historical event.</p>	<p>Can identify the Holocaust as an event where many Jewish people were killed.</p>	<p>Can recognize that during World War II, Germany's unlimited leader, Adolf Hitler, tried to have all Jewish people in Europe killed, and that this event was known as the Holocaust.</p>	<p>Can describe major features of the Holocaust (e.g., deportations, concentration camps, genocide) and the impact of the Holocaust on European and Jewish culture.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>C 7-5.1: The United States and Soviet Union had different types of governments. The United States had a representative or democratic government, which is a limited government. The Soviet Union had a communist government, which is an unlimited government. After World War II, the United States and Soviet Union disagreed about what type of government should be set up in Germany. This led to Germany being split into two countries: East Germany and West Germany. West Germany was a democratic country that became an ally of the United States. East Germany was a communist country that became an ally of the Soviet Union.</p>	<p>Can recognize the Soviet Union (Russia) and the United States on a simple map.</p>	<p>Can recognize that during the Cold War, the Soviet Union had a communist, unlimited government.</p>	<p>Can recognize that during the Cold War, the United States had a limited, democratic government; the Soviet Union had a communist, unlimited government; and that Germany was divided into two countries (democratic West Germany and communist East Germany).</p>	<p>Can describe key differences between the government of the United States and the government of the Soviet Union during the Cold War, and recognize factors that led to the division of Germany into two separate countries after World War II.</p>
<p>C 7-5.2: The United States and the Soviet Union became the most powerful countries in the world. They both tried to get other countries to follow their types of government.</p>	<p>Can identify the Cold War as a conflict between the United States and the Soviet Union.</p>	<p>Can identify that during the Cold War, the United States and the Soviet Union competed with each other for world power.</p>	<p>Can recognize that during the Cold War, the United States and the Soviet Union became the most powerful countries in the world and that both countries tried to get other countries to follow their type of government.</p>	<p>Can explain reasons why the United States and Soviet Union became the most powerful countries in the world following World War II.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-5.3: This led to conflicts all over the world.	Can identify the Cold War as a conflict between the United States and the Soviet Union.	Can identify that during the Cold War, the United States tried to prevent the spread of communism.	Can recognize that during the Cold War, communism spread to Eastern Europe, Asia, Africa and Latin America, and that the United States worked to prevent the spread of communism during this time.	Can describe the Soviet Union's role in spreading communism during the Cold War and the United States' effort to contain the spread of communism.
C 7-5.4: After World War II, Korea was divided into two countries: North Korea and South Korea. The United States set up a democratic government in South Korea. The Soviet Union set up a communist government in North Korea. North Korea attacked South Korea, and a war began. A similar situation took place in the country of Vietnam.	Can identify Korea (or North Korea, South Korea) as a country/countries in Asia.	Can identify that after World War II, Korea was divided into two separate countries (North Korea and South Korea).	Can identify that after World War II, Korea was divided into North Korea (which had a communist government supported by China and the Soviet Union) and South Korea (which was supported by the United States), and that a similar situation took place in the country of Vietnam.	Can explain how the division of Korea and Vietnam was related to the Cold War rivalry between the United States and Soviet Union.
C 7-5.5: The Cold War began to come to an end when people living in communist countries in Europe wanted changes to their unlimited, communist governments. The people wanted more rights and power to make decisions.	Can identify basic examples of rights (e.g., freedom of speech, freedom of religion).	Can identify that the Cold War ended because people in communist countries wanted more rights.	Can recognize that the Cold War ended when people living in communist countries in Europe demanded more rights and changes to their unlimited, communist governments.	Can describe specific events related to the end of the Cold War (e.g., collapse of the Soviet Union, growth of resistance movements in Eastern Europe, policies of Mikhail Gorbachev and Ronald Regan.)

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
C 7-6.1: Communism ended in almost all of these countries and the Cold War came to an end.	Can identify basic features of democratic governments (e.g., right to vote, elected leaders).	Can recognize that many governments in Europe changed at the end of the Cold War.	Can identify that most communist countries in Europe became democratic countries at the end of the Cold War.	Can identify specific countries that had communist governments during the Cold War that changed to democratic governments at the end of the Cold War (e.g., Russia, Poland, the Czech Republic).
C 7-6.2: After World War II, countries in Asia and Africa that had been controlled by European powers wanted to rule themselves.	Can identify a colony as a piece of land that is ruled by a far-away country.	Can identify that after World War II, several countries in Asia and Africa became independent.	Can recognize that after World War II, countries in Asia and Africa that had been controlled by European powers wanted to rule themselves.	Can describe factors that allowed countries in Asia and Africa to become independent from the European countries that had been ruling them as colonies.
C 7-6.3: After World War II, the country of Israel was created for the Jewish people. This led to many conflicts in the Middle East.	Can identify Israel as a country in the Middle East.	Can identify that after World War II, the country of Israel was created for the Jewish people.	Can identify that after World War II, the country of Israel was created for the Jewish people, which led to conflicts in the Middle East.	Can describe reasons why the establishment of the country of Israel after World War II led to conflicts in the Middle East.

Grade 11: US History and Constitution

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-1.1: The characteristics of democratic government evolved differently in the different colonial regions.	Can recognize that the United States began as a group of British colonies.	Can match each colony to its corresponding region (e.g., Massachusetts: New England, New York: Middle colonies, South Carolina: Southern colonies).	Can identify similarities between colonies located in the same region and how this affected their governing (e.g., cotton grown in Southern colonies, industry located in northern colonies, timber and open farmland in western colonies).	Can compare and contrast characteristics of the colonies between the different regions (e.g., location, occupations, and social patterns) and their effect on colonial government.
USHC-1.2: The democratic government of the United States was first introduced during colonial times by English settlers due to influences from the British political system.	Can recognize that citizens vote in a democracy.	Can identify that the United States is a democracy.	Can identify that the idea of democracy was based on ideas from the British political system.	Can identify influences on the colonists' view of government (such as The Mayflower Compact, the Magna Carta, the British Parliament and the English Bill of Rights).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-1.3: Despite regional differences, colonial economic interests and protection of the colonist's rights as Englishmen unified many colonists in the belief that they should be an independent country. These ideas were stated in the Declaration of Independence and were achieved through the American Revolution.	Can recognize that the American colonies were governed by Great Britain.	Can identify the American colonies were unhappy with British government.	Can recognize concerns of the American colonists that led to the writing of the Declaration of Independence and the Revolutionary War (e.g., British taxes and violation of colonists' rights).	Can analyze the impact of the Declaration of Independence on the American colonists and how it led to the American Revolution.
USHC-1.4: However, the nation's first attempt created a weak national government. The second attempt resulted in a stronger federal government through the writing of the Constitution.	Can recognize a law.	Can recognize the Constitution is a set of laws.	Can identify that the Constitution was written to make the federal government stronger (i.e., the Articles of Confederation were replaced by the Constitution due to having created a weak federal government).	Can identify that the Constitution was written to make the U.S. government stronger than it was under the Articles of Confederation.
USHC-1.5: Fear of a too strong national government led to the Bill of Rights, which protected individual rights and limited the power of government.	Can recognize a right of people (e.g., freedom of speech, right to assemble).	Can describe one power of the U.S. government (e.g., make laws, enforce laws, collect taxes).	Can identify how the Bill of Rights limits government power and protects individual rights.	Can explain how limited government is protected by the Constitution and the Bill of Rights (e.g., separation of powers, checks and balances, individual rights).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-1.6: Disagreements about how the new government should work led to the development of the two-party system.	Can recognize that people have different points of view.	Can recognize that in the United States, people elect representatives who share their point of view.	Can identify differences between early American political parties (i.e., some people wanted a strong national government while others wanted strong state governments).	Can explain the development of the two-party system due to controversies over the handling of domestic and foreign policy.
USHC-1.7: Party differences led to a stronger Supreme Court as a check on the power of the Congress and President.	Can identify a branch of the U.S. government.	Can identify that the 3 branches of the U.S. government have separate powers.	Can identify that the Supreme Court was influenced by political party differences which led to a stronger Supreme Court (i.e., it has the ability to limit the power of the executive branch and legislative branch.)	Can explain that U.S. Supreme Court decisions under Chief Justice John Marshall led to an expansion of federal power and the establishment of the Supreme Court as the final interpreter of the Constitution.
USHC-2.1: As the United States was expanding as a nation, people were continuing to move west to lands lived on by Native Americans and claimed by other nations. Native Americans were forced to give up their land.	Can recognize the difference between Native Americans and Europeans.	Can recognize that Native Americans lived in North America before the arrival of Europeans.	Can explain reasons why the United States government and American Indians came into conflict with one another during the period of westward expansion (i.e., the government and Native Americans fought over land; the government forced Native Americans to move).	Can summarize the impact of westward movement on both the United States and Native Americans.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-2.2: Americans believed they had a God-given right to settle anywhere on the North American continent (Manifest Destiny), and even went to war with Mexico to gain land.	Can identify the United States on a map.	Can recognize that the United States spread from the east to the west.	Can identify that Americans believed they had a God-given right to settle anywhere on the North American continent (Manifest Destiny), and even went to war with Mexico to gain land.	Can explain how the Monroe Doctrine and Manifest Destiny influenced the United States' government's decisions with foreign powers and drove westward expansion.
USHC-2.3: The different sections (South, North and West) continued to develop different economies based on geography and labor systems. The new states had to decide whether to allow slavery (like the South), or be a free state (like the North).	Can distinguish between freedom and slavery.	Can recognize differences between regions in America (the South, the North, the West) before the Civil War (e.g., location, geography, slavery).	Can identify economic differences between regions in America (the South, the North, the West) before the Civil War and the effect of slavery on statehood (i.e., free-state or slave-state).	Can compare the economic development in different regions (the South, the North, and the West) of the United States of America prior to the Civil War based on geography and labor systems (slavery) and the influence slavery had on statehood.
USHC-2.4: Because of these different economies the sections had different cultures and political goals.	Can identify the North and the South on a simple map of the United States.	Can recognize that slavery was legal in the South prior to the Civil War.	Can identify that there were different ways of life in each of the regions (the North, the South, the West) and different opinions about slavery before the Civil War.	Can compare and contrast social and cultural features of the different regions (the North, the South, the West) prior to the Civil War.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>USHC-3.1: As new states joined the United States, the new states had to decide whether or not to allow slavery. People known as abolitionists worked to end slavery. The North and South were unable to agree over the expansion of slavery. The Southern states decided to leave the United States to form a government of their own. The North wanted to keep the Southern states part of the United States and the Civil War began.</p>	<p>Can distinguish between freedom and slavery.</p>	<p>Can recognize that disagreements about slavery led to the Civil War.</p>	<p>Can identify the issue of slavery, and disagreements about whether it should continue or end, was the main cause of the American Civil War which began when the Southern states decided to leave the United States and form a government of their own.</p>	<p>Can explain the various viewpoints on slavery in the United States prior to the Civil War and how the eventual secession of the Southern states led to the Civil War.</p>
<p>USHC-3.2: Many battles were fought in the South, which damaged the cities and the countryside. Both sides suffered a heavy loss of life. The South did not have as many men and resources as the North; as a result, the South lost the Civil War and slavery soon ended.</p>	<p>Can identify the United States had a Civil War.</p>	<p>Can identify that slavery ended because of the Civil War.</p>	<p>Can recognize that the South (the Confederacy) was at a disadvantage due to resources and population, as a result the South lost the Civil War to the North (the Union) and slavery soon ended.</p>	<p>Can identify major events during the Civil War and explain the geographic, economic and political factors in the defeat of the Confederacy.</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-3.3: After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called Reconstruction. People from the Southern states, or the South, wanted to return to life as it was before the Civil War. Congress made changes to the Constitution that protected the rights of African Americans.	Can identify that the North won the Civil War.	Can recognize the Reconstruction period came after the Civil War.	Can recognize how the Reconstruction period and changes to the Constitution changed life in the South following the Civil War (e.g., citizenship for African American males, reactions of the white population, bringing the North and the South back together).	Can describe the effects of Reconstruction on the South and how amendments to the Constitution affected the lives of African Americans.
USHC-3.4: Reconstruction ended when Congress stopped protecting African Americans. Because of racism, Southerners passed laws to discriminate against African Americans (Jim Crow laws) and forced separation (segregation).	Can recognize unfair laws.	Can recognize how laws during the Jim Crow period were unfair toward African Americans.	Can identify that Reconstruction ended when Congress stopped protecting African Americans (e.g., departure of federal soldiers from the southern states) which led to Jim Crow laws and segregation (e.g., equal but separate, voter restrictions).	Can explain how competing national interests ended Reconstruction and explain the impact of Jim Crow laws on African American rights.
USHC-4.5a Other parts of the country practiced discrimination against African Americans as well.	Can recognize fair and unfair treatment.	Can identify types of discrimination.	Can identify that discrimination against African Americans was not unique to the South and was widespread in the United States.	Can explain societal and historical discrimination against African Americans and other minority groups in the United States.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-3.5: Since Reconstruction ended, different strategies were used to address inequalities for African Americans. Not all the strategies were successful, but they all advanced the cause of civil rights.	Can recognize a civil right.	Can recognize that following Reconstruction, African American rights were not equal to those of whites.	Can explain that after Reconstruction, different strategies were used to varying degrees of success to promote the cause of civil rights for African Americans (supreme court cases, migration North, promotion of higher education).	Can explain the effect of leaders like Booker T. Washington, W.E.B. DuBois and Ida B. Wells-Barnett on the issues of civil rights for African-Americans.
USHC-4.1: People continued to move west. Technologies, like the railroad, made it easier for people to do their work and buy and sell goods. As more and more people moved onto Native American land, the government made laws that forced the Native Americans onto smaller reservations and forced them to adopt white-American culture.	Can recognize inventions of the past.	Can recognize that inventions of the past made life easier.	Can identify that the railroad not only made it easier to move west and buy and sell goods, but this impacted the lives of Native Americans who already lived in the west.	Can explain how the railroad changed life in the United States for all peoples living in North America.
USHC-4.2: The time after the Civil War was a time of tremendous growth and change in the United States because of the growth of business and industry.	Can recognize a factory.	Can recognize that factories used machines.	Can identify how machines and factories changed the way people lived and worked.	Can explain how a development in industry or business after the Civil War affected the United States (e.g., the steel industry, factories, machines, steam engines).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-4.3/4.6: As the population in cities grew, they became crowded, and unsafe. Immigrants came to the US to work in factories. Some people known as Progressives worked to improve the living and working conditions for all Americans.	Can recognize that people work.	Can recognize that working in factories in the past was unsafe.	Can identify Progressives as people who tried to make life in factories and cities safer.	Can describe problems associated with the growth of cities during the late 1800s and early 1900s and the efforts of Progressives to improve conditions.
USHC-4.5b: At the same time, many people gradually went from working on farms to working in factories. This caused many people to move to cities.	Can identify a feature of a city (e.g., tall building, stores, public transportation, many people living together).	Can recognize the difference between urban and rural.	Can identify that people moved from farms to cities after the Civil War.	Can explain why people moved from farms to cities after the Civil War and the impact on the United States economy.
USHC-4.6: Many Progressives were women who also continued to work for women’s right to vote.	Can recognize what it means to vote.	Can recognize that women did not always have the right to vote in the United States.	Can identify that women fought for and gained the right to vote in the United States during the early 1900s.	Can explain that many women were involved in the Progressive movement working for social and political change in America.
USHC-5.1: Because U.S. factories made so many goods, they looked for new places to sell products. This led the United States to change from being isolated to trading around the world.	Can identify an example of trade (e.g., a person buying a product at a store, two countries exchanging goods).	Can recognize that the United States trades goods with other countries.	Can identify that the production of goods in the United States led to increased trade with foreign countries.	Can explain why the production of goods in the United States led to increased trade with foreign countries.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-5.2: Beginning with the Spanish-American War, the United States began to be seen as a world power for the first time.	Can recognize there are other countries in the world.	Can recognize that the United States became important to the world.	Can identify that the Spanish-American War as the beginning of the United States as a world power.	Can explain how the United States became a world power after the Spanish-American War.
USHC-5.4: However, the United States wanted to stay out of World War I. It was led into the war after Germany sank ships with American citizens on them and threatened the United States. The United States and its allies fought against Germany and its allies to win the war.	Can recognize a war is a fight between two or more countries.	Can identify World War I as a war that the United States participated in.	Can identify the events that led to the United States joining with allies during World War I.	Can explain the United States' reasoning behind its reluctance to get involved in WWI and which events led to the involvement of the United States in World War I.
USHC-5.5/7.1a: After World War I, the United States returned to being isolated.	Can recognize a war is a fight between two or more countries.	Can describe how Americans felt after World War I (i.e., did not want to fight in more European wars).	Can recognize that after World War I the United States did not want to be involved in other nation's problems.	Can explain actions taken by the United States to distance itself from other countries after World War I (e.g., refusal to join League of Nations).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>USHC-6.1: Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s (The Great Depression). Americans enjoyed new technologies and inventions. During this time, African Americans were moving in large numbers to the North. In Harlem, the large community that was formed supported African American artists and culture.</p>	<p>Can identify an invention of the early 20th century (e.g., airplane, automobile, appliances).</p>	<p>Can recognize that after World War I, America's economy was successful.</p>	<p>Can identify that there was great economic growth in America during the early 20th century that changed the lives of American citizens including African Americans (e.g., more free-time, thriving artistic culture, cheaper/greater variety of goods, improved forms of transportation, different types of jobs).</p>	<p>Can explain the impact of the societal and economic changes in the 1920s, and the cultural changes exemplified by the Harlem Renaissance.</p>
<p>USHC-6.2: A Constitutional amendment gave women the right to vote. However, racism and discrimination continued against African Americans and immigrants.</p>	<p>Can recognize that women can now vote.</p>	<p>Can identify women as a group of people who had been denied the right to vote.</p>	<p>Can describe how woman gained the right to vote in the United States (i.e., passage of a Constitutional amendment), but discrimination still existed.</p>	<p>Can explain that there were social conflicts in the United States caused by differences between traditional and modern ideas.</p>
<p>USHC-6.3: In the 1930s, many people lost their jobs and could not find new jobs. Many people struggled to live and provide for their families because they were poor.</p>	<p>Can identify the purpose of a job.</p>	<p>Can recognize that as a result of the Great Depression, many American citizens lost their jobs.</p>	<p>Can identify the Great Depression as a time of hardship (i.e., poverty, homelessness, unemployment).</p>	<p>Can identify specific features of the Great Depression (e.g., stock market crash of 1929, high unemployment, bank failures).</p>

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-6.4: To help Americans, President Roosevelt introduced new government programs (the New Deal). These programs created jobs, and put laws in place to prevent these problems (The Great Depression) from happening again.	Can recognize a basic purpose of government (e.g., make laws, keep people safe, collect taxes).	Can recognize that the New Deal came after the Great Depression and helped the United States.	Can identify that the New Deal had programs to help Americans who were struggling.	Can explain how President Roosevelt's New Deal programs helped American citizens recover from the Depression and reform the economy.
USHC-7.1b: World War II (WWII) began when dictators in Germany and Japan took over neighboring countries. The United States hoped to remain uninvolved. After the bombing of Pearl Harbor by Japan, the United States entered the war.	Can identify a war is a fight between two or more countries.	Can identify that the United States was a participant in World War II.	Can recognize Germany and Japan started World War II and can identify the attack on Pearl Harbor as the event that involved the United States in the war.	Can explain reasons why the United States fought against Germany in Europe and Japan in Asia during World War II.
USHC-7.2: Because most men were fighting outside the country, more women and African Americans worked in factories and in new positions in the military.	Can recognize that people work in factories.	Can recognize that many men who worked in U.S. factories before World War II became soldiers.	Can identify women and African Americans as two groups whose role in American society changed as a result of U.S. participation in World War II.	Can describe specific ways that the role of women and African Americans changed as a result of U.S. participation in World War II (e.g., new employment opportunities on the homefront and in the armed forces).

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-7.3: Eventually, the United States and its allies retook control in Europe and the Pacific, winning the war.	Can identify war as a conflict between two or more countries.	Can identify a major participant in World War II (e.g., United States, Japan, Germany, Russia).	Can describe the outcome of World War II (i.e., Europe was liberated from German control and Asia was liberated from Japanese control).	Can explain the impact of the Allied victory in World War II and how conflict between the Allies during the war led to future tensions between nations.
USHC-7.4a: New technology changed how the war was fought and the Great Depression came to an end.	Can identify an example of an invention (i.e., technology).	Can identify an example of technology that is used in war (e.g., radios, airplane, ships, weapons).	Can identify that World War II was won because of advances in technology and that the Great Depression ended.	Can describe technological advances made during World War II and how government actions (e.g., spending, taxes and regulation) at the end of the war ended the Great Depression.
USHC-7.4b: During WWII, the German government imprisoned and killed many European Jewish people and other groups of people. This was known as the Holocaust. This made the world aware of the need to protect human rights. The US also supported the creation of a new country in the Middle East (Israel) for people of Jewish heritage.	Can recognize the country of Israel did not always exist.	Can recognize that Germany mistreated people in World War II.	Can recognize that the German government mistreated Jews and other groups of people during World War II (the Holocaust) which led to the creation of the country of Israel.	Can explain the impact of the Holocaust during World War II on Jews and other groups and how this led to war crimes trials and the creation of Israel.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
USHC-7.5: After WWII, the United States and the Soviet Union did not agree on how countries and economies should be run. This was called The Cold War.	Can recognize the Cold War came after World War II.	Can recognize The Cold War was a time after World War II when the United States and the Soviet Union were rivals (i.e., disagreed).	Can describe The Cold War as a time of tension after World War II between the U.S. and the Soviet Union and can identify a point of disagreement (e.g. how governments should work, how economies should be run).	Can explain how the United States and Soviet Union made the world more dangerous during the Cold War (e.g., development/build-up of nuclear weapons, competing for control of other countries).
USHC-7.6: In the United States, there were many changes to people’s lives after WWII like the building of suburbs, air travel, use of credit cards, and television. African Americans still faced racism and discrimination in the United States.	Can identify an example of modern technology (e.g., Internet, computers, mobile phones).	Can identify a change in American society (suburbs, air travel, credit cards, television) after WWII.	Can identify changes in America after WWII (suburbs, air travel, credit cards, television) and can recognize that African Americans still faced discrimination.	Can explain that the time after World War II in the United States was a time of prosperity and growth (i.e., baby boomers, consumer culture, suburbs), but while many succeeded, African Americans still faced discrimination.
USHC-8.1: The Civil Rights movement grew after World War II. This movement continued to focus on protecting rights and fair treatment for African Americans. This led to a drive to protect many different groups of people whose rights were not protected.	Can identify a group of people who have been treated unfairly at some point in American History (e.g., African Americans, Native Americans, women, immigrants).	Can recognize that the African American Civil Rights movement affected society in the United States.	Can describe the accomplishments of the African American Civil Rights movement (e.g., de-segregation of public facilities, increased protections of voting rights, influenced other groups seeking equality).	Can describe the effects of the African American Civil Rights Movement on equality for African Americans and its influence on other groups seeking equality.

Prioritized Standard	Level 1: Foundational	Level 2: Emerging	Level 3: Meets Standard	Level 4: Exceeds Standard
<p>USHC-8.5: The United States and other countries depend on each other for goods and natural resources in the global economy. As in other time periods, technology continues to advance, strengthening the connections between the global community.</p>	<p>Can identify a good produced in the United States (e.g., corn, automobile).</p>	<p>Can describe why the United States trades with other countries (i.e., to get goods it does not produce itself).</p>	<p>Can identify how international trade and dependence on technology affects the United States (e.g., foreign, oil, globalization, cheaper goods, wider range of goods for sale).</p>	<p>Can describe examples of modern technological progress and international interdependence (e.g., trade, globalization).</p>
<p>USHC-8.6: After the Cold War ended in the 1990s, the United States continued to take a leadership role in world affairs. This involvement made some groups of people in other countries angry. On September 11, 2001 (9-11), the United States was attacked by terrorists.</p>	<p>Can recognize that the United States is one of many countries.</p>	<p>Can recognize not all countries agree with the United States.</p>	<p>Can identify that the United State's role as a world leader and its involvement in world politics was not always liked by people in other countries and on September 11, 2001 (i.e., 9-11) the United States was attacked by terrorists.</p>	<p>Can describe the United State's political involvement globally and how the actions of other countries can affect the United States, including the effects of global terrorism.</p>