

Era 1 Three Worlds Meet (Beginnings to 1620)

B.1.1 The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

- C.1.1 Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. [Compare and contrast different sets of ideas]
- C.1.1 Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [Reconstruct patterns of historical succession and duration]

B.2.1 The student understands changes in Western European societies in the age of exploration.

- C.2.1 Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. [Identify historical antecedents]

B.3.1 The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

- C.3.1 Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems]
- C.3.2 Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations]
- C.3.3 Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions]
- C.3.4 Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. [Compare and contrast the influence of ideas]

B.4.1 The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.

- C.4.1 The student understands the Spanish and Portuguese conquest of the Americas.

Era 2 Colonization and Settlement (1585-1763)

B.2.1 The student understands how diverse immigrants affected the formation of European colonies.

- C.2.1 Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. [Consider multiple causation]
- C.2.2 Explain why so many European indentured servants risked the hardships of bound labor overseas. [Consider multiple perspectives]
- C.2.3 Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. [Compare competing historical narratives]
- C.2.4 Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. [Reconstruct patterns of historical succession and duration]

B.2.2 The student understands the European struggle for control of North America.

- C.2.1 Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. [Consider multiple perspectives]

B.3.2 The student understands the roots of representative government and how political rights were defined.

- C.3.1 Compare how early colonies were established and governed. [Compare and contrast differing sets of ideas]

B.4.2 The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

- C.4.1 Explain how Puritanism shaped New England communities and how it changed during the 17th century. [Compare and contrast differing sets of ideas]

B.5.2 The student understands social and cultural change in British America.

- C.5.1 Explain how and why family and community life differed in various regions of colonial North America. [Consider multiple perspectives]
- C.5.2 Explain how Enlightenment ideas, including Benjamin Franklin's experiments with electricity, influenced American society. [Examine the influence of ideas]

B.6.2 The student understands colonial economic life and labor systems in the Americas.

C.6.1 Identify the major economic regions in the Americas and explain how labor systems shaped them. [Utilize visual and mathematical data]

B.7.2 The student understands economic life and the development of labor systems in the English colonies.

C.7.1 Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. [Compare and contrast different sets of ideas]

B.8.2 Student understands African life under slavery.

C.8.1 Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. [Appreciate historical perspectives]

Era 3 Revolution and the New Nation (1754-1820s)

B.1.3 The student understands the causes of the American Revolution.

- C.1.1 Explain the consequences of the Seven Years War [Marshal evidence of antecedent circumstances]
- C.1.2 Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- C.1.3 Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]

B.2.3 The student understands the principles articulated in the Declaration of Independence.

- C.2.1 The student understands the principles articulated in the Declaration of Independence.
- C.2.2 Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]

B.3.3 The student understands the factors affecting the course of the war and contributing to the American victory.

- C.3.1 Appraise George Washington's military and political leadership in conducting the Revolutionary War. [Assess the importance of the individual]
- C.3.2 Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]
- C.3.3 Analyze United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. [Analyze cause-and-effect relationships]

B.4.3 The student understands revolutionary government-making at national and state levels.

- C.4.1 Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]

B.5.3 The student understands the economic issues arising out of the Revolution.

C.5.1 Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]

B.6.3 Analyze the factors involved in calling the Constitutional Convention. [Analyze multiple causation]

C.6.1 Analyze the factors involved in calling the Constitutional Convention. [Analyze multiple causation]

C.6.2 Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]

B.7.3 The student understands the guarantees of the Bill of Rights and continuing significance.

C.7.1 Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]

B.8.3 The student understands the development of the first American party system

C.8.1 Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]

Era 4 Expansion and Reform (1801–1861)

B.1.4 The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

- C.1.1 Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]
- C.1.2 Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- C.1.3 Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]
- C.1.4 Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. [Reconstruct patterns of historical succession and duration]

B.2.4 The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

- C.2.1 Analyze the impact of removal and resettlement on the Cherokee and Seminole. [Appreciate historical perspectives]
- C.2.2 Investigate the impact of trans-Mississippi expansion on Native Americans. [Analyze cause-and-effect relationships]

B.3.4 The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

- C.3.1 Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. [Examine the influence of ideas]
- C.3.2 Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [Challenge arguments of historical inevitability]
- C.3.3 Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [Analyze multiple causation]

B.4.4 The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

- C.4.1 Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]
- C.4.2 Analyze how the factory system affected gender roles and changed the lives of men, women, and children. [Analyze cause-and-effect relationships]

B.5.4 The student understands the first era of American urbanization.

- C.5.1 Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]
- C.5.2 Compare popular and high culture in the growing cities. [Compare and contrast differing sets of ideas]

B.6.4 The student understands how antebellum immigration changed American society.

- C.6.1 Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. [Analyze cause-and-effect relationships]
- C.6.2 Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]

B.7.4 The student understands the rapid growth of slavery after 1800 and the varied experiences of African Americans under slavery.

- C.7.1 Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. [Analyze cause-and-effect relationships]
- C.7.2 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
- C.7.3 Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

B.8.4 The student understands the settlement of the West.

- C.8.1 Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]
- C.8.2 Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. [Compare and contrast different patterns of settlement]
- C.8.3 Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West. [Appreciate historical perspectives]

B.9.4 The student understands the changing character of American political life in "the age of the common man."

- C.9.1 Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans and women. [Evaluate the implementation of a decision]
- C.9.2 Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]
- C.9.3 Explain why the election of Andrew Jackson was considered a victory for the "common man." [Assess the importance of the individual in history]

B.10.4 The student understands how the debates over slavery influenced politics and sectionalism

- C.10.1 Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]

B.11.4 The student understands the abolitionist movement.

- C.11.1 Explain the fundamental beliefs of abolitionism

B.12.4 The student understands how Americans strived to reform society and create a distinct culture.

- C.12.1 Explain the importance of the Second Great Awakening and the ideas of its principal leaders. [Examine the influence of ideas]
- C.12.2 Examine how literary and artistic movements fostered a distinct American identity among different groups and in different regions. [Draw upon literary and artistic sources]

B.13.1 The student understands changing gender roles and the ideas and activities of women reformers.

- C.13.1 Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]

Era 5 Civil War and Reconstruction (1850-1877)

B.1.5 The student understands how the North and South differed and how politics and ideologies led to the Civil War.

C.1.1 Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]

B.2.5 The student understands how the resources of the Union and Confederacy affected the course of the war.

C.2.1 Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war. [Utilize visual and mathematical data]

C.2.2 Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. [Assess the importance of the individual in history]

C.2.3 Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. [Examine the influence of ideas]

B.3.5 The student understands the social experience of the war on the battlefield and homefront.

C.3.1 Compare women's homefront and battlefront roles in the Union and the Confederacy. [Compare and contrast differing sets of ideas]

C.3.2 Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation. [Examine historical perspectives]

B.4.5 The student understands the political controversy over Reconstruction.

C.4.1 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]

C.4.2 Analyze how shared values of the North and South limited support for social and racial democratization, as reflected in the Compromise of 1877. [Analyze cause-and-effect relationships]

B.5.5 The student understands the Reconstruction programs to transform social relations in the South.

C.5.1 Evaluate the goals and accomplishments of the Freedmen's Bureau. [Hold interpretations of history as tentative]

B.6.5 The student understands the successes and failures of Reconstruction in the South, North, and West.

- C.6.1 Assess the progress of “Black Reconstruction” and legislative reform programs promoted by reconstructed state governments. [Marshal evidence of antecedent circumstances]
- C.6.2 Evaluate why corruption increased in the postwar period. [Analyze multiple causation]

Era 6 Development of Industrial United States (1870-1900)

B.1.6 The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

C.1.1 Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. [Utilize quantitative data]

C.1.2 Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]

B.2.6 The student understands the rapid growth of cities and how urban life changed.

C.2.1 Trace the migration of people from farm to city and their adjustment to urban life. [Appreciate historical perspectives]

B.3.6 The student understands how agriculture, mining, and ranching were transformed.

C.3.1 Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching. [Draw upon data in historical maps]

B.4.6 The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.

C.4.1 Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870-1900. [Utilize visual and mathematical data]

B.5.6 The student understands the sources and experiences of the new immigrants.

C.5.1 Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

C.5.2 Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]

B.6.6 The student understands "scientific racism", race relations, and the struggle for equal rights.

C.6.1 Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]

B.7.6 The student understands how the "second industrial revolution" changed the nature and conditions of work.

C.7.1 Analyze the causes and consequences of the industrial employment of children. [Examine historical perspectives]

B.8.6 The student understands how new cultural movements at different social levels affected American life.

C.8.1 Investigate new forms of popular culture and leisure activities at different levels of American society. [Draw upon visual sources]

B.9.6 The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

C.9.1 Analyze the causes and effects of escalating labor conflict. [Analyze cause-and-effect relationships]

B.10.6 The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

C.10.1 Compare survival strategies of different Native American societies during the "second great removal." [Appreciate historical perspectives]

B.11.6 The student understands how Americans grappled with social, economic, and political issues.

C.11.1 Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics. [Analyze cause-and-effect relationships]

B.12.6 The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

C.12.1 Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]

C.12.2 Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [Interrogate historical data]

Era 7 The Emergence of Modern America (1890-1930)

B.1.7 The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local, state, and national levels.

- C.1.1 Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society. [Explain historical continuity and change]
- C.1.2 Evaluate Progressive attempts at social and moral reform. [Marshal evidence of antecedent circumstances]

B.2.7 The student understands how the American role in the world changed in the early 20th century.

- C.2.1 Analyze the reasons for the Open Door policy. [Formulate a position or course of action on an issue]

B.3.7 The student understands the causes of World War I and why the United States intervened.

- C.3.1 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]

B.4.7 The student understands the impact at home and abroad of the United States involvement in World War I.

- C.4.1 Explain how the American Expeditionary Force contributed to the allied victory. [Interrogate historical data]
- C.4.2 Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [Evaluate the implementation of a decision]

B.5.7 The student understands social tensions and their consequences in the postwar era.

- C.5.1 Analyze the factors that lead to immigration restriction and the closing of the 'Golden Door.' [Interrogate historical data]

B.6.7 The student understands how a modern capitalist economy emerged in the 1920s.

- C.6.1 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]

B.7.7 The student understands how new cultural movements reflected and changed American society.

- C.7.1 Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]
- C.7.2 Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]
- C.7.3 Assess how increased leisure time promoted the growth of professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]

B.8.7 The student understands politics and international affairs in the 1920s.

- C.8.1 Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision]

Era 8 The Great Depression and World War II (1929-1945)

B.1.8 The student understands the causes of the crash of 1929 and the Great Depression.

- C.1.1 Analyze the causes and consequences of the stock market crash of 1929. [Compare competing historical narratives]
- C.1.2 Evaluate the causes of the Great Depression. [Analyze multiple causation]

B.2.8 The student understands how American life changed during the 1930s.

- C.2.1 Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. [Analyze multiple causation]

B.3.8 The student understands the New Deal and the presidency of Franklin D. Roosevelt.

- C.3.1 Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. [Assess the importance of the individual in history]

B.4.8 The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

- C.4.1 Evaluate the significance and legacy of the New Deal. [Evaluate the implementation of a decision]

B.5.8 The student understands the international background of World War II.

- C.5.1 Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. [Analyze cause-and-effect relationships]
- C.5.2 Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. [Formulate a position or course of action on an issue]

B.6.8 The student understands World War II and how the Allies prevailed.

- C.6.1 Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. [Draw upon data in historical maps]

C.6.2 Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. [Utilize visual and quantitative data]

B.7.8 The student understands the effects of World War II at home.

C.7.1 Explain how the United States mobilized its economic and military resources during World War II. [Utilize visual and quantitative data]

Era 9 Postwar United States (1945-1970s)

B.1.9 The student understands the extent and impact of economic changes in the postwar period.

C.1.1 Explain the reasons for the sustained growth of the postwar consumer economy. [Analyze cause-and-effect relationships]

B.2.9 The student understands how the social changes of the postwar period affected various Americans.

C.2.1 Evaluate the effects of the GI Bill on American society. [Hypothesize the influence of the past on the present]

C.2.2 Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture. [Analyze cause-and-effect relationships]

B.3.9 The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.

C.3.1 Identify various pioneers in modern scientific research and explain how their work has changed contemporary society. [Assess the importance of the individual in history]

C.3.2 Assess the significance of research and scientific breakthroughs in promoting the U.S. space program. [Examine the influence of ideas]

B.4.9 The student understands the international origins and domestic consequences of the Cold War.

C.4.1 Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships]

C.4.2 Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. [Analyze cause-and-effect relationships]

B.5.9 The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America.

C.5.1 Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. [Evaluate the implementation of a decision]

B.6.9 The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.

- C.6.1 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [Appreciate historical perspectives]

B.7.9 The student understands the political debates of the post-World War II era.

- C.7.1 Evaluate Truman's civil rights policies and their effect on splintering the Democratic party. [Assess the importance of the individual in history]

B.8.9 The student understands the "Second Reconstruction" and its advancement of civil rights.

- C.8.1 Evaluate the domestic policies of Kennedy's "New Frontier." [Hold interpretations of history as tentative]
- C.8.2 Evaluate the legislation and programs enacted during Johnson's presidency. [Evaluate the implementation of a decision]

B.9.9 The student understands the women's movement for civil rights and equal opportunities.

- C.9.1 Evaluate the Warren Court's reasoning in Brown v. Board of Education and its significance in advancing civil rights. [Analyze cause-and-effect relationships]
- C.9.2 Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past]
- C.9.3 Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]

B.10.9 The student understands the Warren Court's role in addressing civil liberties and equal rights

- C.10.1 Evaluate the Supreme Court's interpretation of freedom of religion. [Formulate a position or course of action on an issue]

Era 10 Contemporary United States (1968-present)

B.1.10 The student understands domestic politics from Nixon to Carter.

- C.1.1 Evaluate the effectiveness of the Nixon, Ford, and Carter administrations in addressing social and environmental issues. [Assess the importance of the individual in history]
- C.1.2 Explain the Nixon administration's involvement in Watergate and examine the role of the media in exposing the scandal. [Formulate historical questions]

B.2.10 The student understands domestic politics in contemporary society.

- C.2.1 Examine the impact of the "Reagan Revolution" on federalism and public perceptions of the role of government. [Examine the influence of ideas]

B.3.10 The student understands major foreign policy initiatives

- C.3.1 Evaluate Reagan's efforts to reassert American military power and rebuild American prestige. [Hypothesize the influence of the past]

B.4.10 The student understands the new immigration and demographic shifts.

- C.4.1 Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. [Analyze cause-and-effect relationships]

B.5.10 The student understands changing religious diversity and its impact on American institutions and values.

- C.5.1 Analyze how the new immigrants have affected religious diversity. [Explain historical continuity and change]

B.6.10 The student understands contemporary American culture.

- C.6.1 Explore the international influence of American culture. [Draw upon visual and musical sources]
- C.6.2 Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on popular culture. [Reconstruct patterns of historical succession and duration]

B.7.10 The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

- C.7.1 Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. [Explain historical continuity and change]