Utah Social Studies - Secondary

United States History I: Grades 7, 8, 9, 10, 11, 12

Adopted 2017

Three Worlds Meet USHI.1	1. **Students will analyze evidence, including artifacts and other primary sources to make evidence-based inferences about life among several American Indian nations prior to European exploration of the Americas.** USHI.1.1 2. **Students will compare and evaluate historians' interpretations of the motivations and conditions that led to European exploration.** USHI.1.2 3. **Students will draw from multiple perspectives and cite evidence to explain the effects of European exploration, specifically on Africa, the Caribbean, and North and South America.** USHI.1.3 4. **Students will identify how the period of exploration has affected the current human geography of the Americas, and in particular the role their own cultural background has played.** USHI.1.4
Colonization USHI.2	1. **Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.** USHI.2.1 2. **Students will compare and contrast the economic, political, and social patterns evident in the development of the 13 English colonies.** USHI.2.2 3. **Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, landowners, and American Indians.** USHI.2.3 4. **Students will explain historic and modern regional differences that had their origins in the colonial period, such as the institution of slavery; patterns of life in urban and rural areas; differences between the French continental interior, Spanish southwest, and English northeast; and the location of manufacturing centers.** USHI.2.4
The American Re	1. **Students will use primary sources to identify the significant events, ideas, people, and methods used to justify or resist the Revolutionary movement.** USHI.3.1

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	2. **Students will compare and evaluate historians' interpretations of the significant historical events and factors affecting the course of the war and contributing to American victory.** USHI.3.2
	3. **Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson.** USHI.3.3
	4. **Students will explain how the ideas and events of the American Revolution continue to shape American identity.** USHI.3.4
The U.S. Constitution USHI.4	1. **Students will explain how the ideas, events, and compromises which led to the development and ratification of the Constitution are reflected in the document itself.** USHI.4.1
	2. **Students will describe the structure and function of the government that the Constitution creates.** USHI.4.2
	3. **Students will use historic case studies and current events to trace how and explain why the rights, liberties, and responsibilities of citizens have changed over time.** USHI.4.3
	4. **Students will use evidence to explain how the Constitution is a transformative document that contributed to American exceptionalism.** USHI.4.4
The Development of Political Institutions and Processes USHI.5	1. **Students will use evidence to document the development and evolution of the American political party system and explain the historic and current roles of political parties.** USHI.5.1
	2. **Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements such as Jacksonian Democracy, the women's rights movement, the Abolitionist movement, and anti-immigration reform.** USHI.5.2
	3. **Students will use case studies to document the expansion of democratic principles and rights over time.** USHI.5.3
Expansion USHI.6	1. **Students will compare and contrast historians' interpretations of the ideas, resources, and events that motivated the territorial expansion of the United States.** USHI.6.1
	2. **Students will use primary sources representing multiple perspectives to interpret conflicts that arose during American expansion, especially as American Indians were forced from their traditional lands and as tensions grew over free and slave holding territory.** USHI.6.2
Skip to main content	**Students will identify the economic and geographic impact of the early Industrial Revolution's new inventions and transportation methods, such as the Erie Canal,**

	the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts. USHI.6.3
	4. Students will make a case for the most significant cultural, political, and economic impacts of territorial and/or industrial expansion. USHI.6.4
The Civil War and Reconstruction USHI.7	**1. Students will explain how slavery and other geographic, social, economic, and political differences between the North, South, and West led to the Civil War.** USHI.7.1
	2. Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee; the role of industry; demographics; and military strategies. USHI.7.2
	3. Students will compare historians' interpretations of the competing goals of Reconstruction and why many of those goals were left unrealized. USHI.7.3
	4. Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life. USHI.7.4