



# Essential Standards Extended Guide

## United States History I Grades 6-12

### Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

The committees developed instructional grouping models to demonstrate how standards can be combined into focused units. However, this is just one approach, and other combinations are possible. Educators can use this guide to begin developing scope and sequence for their instructional time and district-specific courses. It also provides a useful starting point for creating formative and summative assessments aligned with the standards.

## Instructional Grouping 1: Colonization

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.3 Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for the establishment, the economic, political, and social development, and the relationships with Indigenous peoples.

6-12.US1.5 Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.2 Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.

6-12.US1.4 Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.

6-12.US1.6 Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

6-12.US1.1 Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.

6-12.US1.7 Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.



## Instructional Grouping 2: American Revolution

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.8 Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.

6-12.US1.10 Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.

6-12.HT1.9 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.9 Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists.

6-12.US1.11 Analyze the impact of major military events and leaders throughout the American Revolution.

6-12.US1.12 Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.

## Instructional Grouping 3: Framing the American Government

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.13 Analyze the successes and failures of the Articles of Confederation.

6-12.US1.14 Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.

6-12.US1.16 Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.

6-12.US1.19 Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.15 Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.

6-12.HT1.4 Construct and/or communicate a historical argument using primary and secondary sources.

6-12.HT1.1 Identify a series of historical events and developments as examples of change and/or continuity over time.

## Instructional Grouping 4: A New Nation

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.

6-12.US1.20 Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.

6-12.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19<sup>th</sup> century expansion of voting rights on presidential campaigns and policies.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.17 Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.

6-12.US1.21 Explain the causes and effects of the War of 1812.

6-12.US1.22 Analyze how foreign policy at the end of the 18<sup>th</sup> century and the beginning of the 19<sup>th</sup> century impacted relations with sovereign powers outside the United States.

6-12.HT1.2 Explain how events and developments in the past stem from multiple causes and have multiple effects.

## Instructional Grouping 5: Westward Expansion

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.28 Analyze the political and individual motivations and the social, political, economic, environmental impacts of individuals who moved West.

6-12.US1.29 Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.

6-12-US1.30 Analyze the communication, industrial and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.

6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860.

- Texas Revolution
- War with Mexico
- California Gold Rush
- Acquisition of Oregon Territory
- Acquisition of Alaska Territory

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.25 Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860.

6-12.US1.26 Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor divisions, and geographic differences

6-12.US1.31 Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.

6-12.US1.34 Analyze the political conflicts that arose from the United States' territorial expansion.

6-12.US1.36 Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.HT1.7 Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

6-12.US1.35 Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.



## Instructional Grouping 6: Slavery and Reform

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.27 Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.

6-12.US1.32 Investigate the Second Great Awakening and various reform movements such as prison, education, and women's rights, as they formed the greater story of the United States in the 19th century.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.HT1.5 Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.

## Instructional Grouping 7: Civil War and Reconstruction

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.23 Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War.

- Slavery
- Nullification Crisis
- Missouri Compromise
- Compromise of 1850
- *Uncle Tom's Cabin*
- Fugitive Slave Act
- Personal Liberty Laws in the North
- Kansas-Nebraska Act
- Dred Scott Decision
- John Brown's Raid
- Election of 1860

6-12.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.

6-12.US1.43 Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.

6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.

- Reconstruction Amendments (13th , 14th , and 15th )
- State, local, and federal elections
- New political representation
- Military presence
- American Indian Warrior involvement
- 1st and 2nd Indian Home Guard
- Emancipation
- Freedman's Bureau
- Black Codes
- Sharecropping
- Ku Klux Klan (KKK)

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.37 Trace the evolution of Lincoln’s political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglas debates, the First Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address to his Second Inaugural Address.

6-12.US1.38 Analyze the impact of major military events and leaders throughout the American Civil War.

6-12.US1.41 Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.

6-12.HT1.3 Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.

## Instructional Grouping 8: Gilded Age and the Rise of the Progressives

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.

6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.

6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor.

6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

6-12.US1.42 Identify how natural resource competition affected political, cultural, and economic development.

6-12.US1.44 Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.

6-12.US1.47 Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.

6-12.US1.49 Explain the impact of labor unions and strikes on labor-management relations.

6-12.HT1.8 Evaluate sources based on the background of the author, historical context, and purpose of the document.

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

6-12.US1.51 Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.

6-12.HT1.6 Analyze connections among events and developments in broader historical contexts.

**For Questions Contact**

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