



Essential Standards

Essential Standards Quick Guide – U.S History I Grades 6-12

This document outlines the essential standards for United States History I Grades 6-12.

Essential standards are explicitly taught, assessed more than once, and targeted for intervention if students have not yet reached proficiency. Assessments can be both formative and summative. Interventions are implemented within the classroom to support students who are not yet proficient.

All Idaho Content Standards are detailed in the Essential Standards Extended Guide.

Essential 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.
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.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.US1.18 Compare and contrast the political differences and similarities among early Republic Presidents.
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.
6-12.US1.20 Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.
6-12.US1.23 Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War. <ul style="list-style-type: none">• Slavery• Nullification Crisis

Essential Standards
<ul style="list-style-type: none"> • 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.US1.24 Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on presidential campaigns and policies.
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.US1.28 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.US1.32 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
6-12.US1.33 Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860, <ul style="list-style-type: none"> • Texas Revolution • War with Mexico • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory
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.US1.39 Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.

Essential Standards
<p>6-12.US1.40 Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.</p> <ul style="list-style-type: none"> • 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)
<p>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.</p>
<p>6-12.US1.45 Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.</p>
<p>6-12.US1.46 Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.</p>
<p>6-12.US1.48 Evaluate the impact of industrialization and laissez-faire policies on labor.</p>
<p>6-12.US1.50 Identify the impact of post-Civil War immigration on urbanization and labor relations.</p>
<p>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.</p>

For Questions Contact

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