



# U.S. History Abroad

## Student Checklist For American History Standards of Learning



Learn which grades your child should be able to interpret patriotic slogans and excerpts from notable speeches and documents. When should they be able to identify selected American individuals who have worked to improve the lives of American citizens? If your child needs help filling in the gaps, our leading American History Courses for expat children can help!

## Kindergarten

Kindergarten students should recognize the following:

### People:

- Powhatan
- Pocahontas
- George Washington
- Betsy Ross
- Abraham Lincoln

### Events:

- Thanksgiving Day
- Martin Luther King Jr., Day
- Presidents' Day
- Independence Day

### Foundations

- The student will recognize the American flag.
- The student can recite the Pledge of Allegiance.

### Government

- The student knows the President is the leader of the United States

## First Grade

Students will describe the stories of American leaders and their contributions to our country with emphasis on:

### People:

- George Washington
- Benjamin Franklin
- Abraham Lincoln
- George Washington Carver
- Eleanor Roosevelt

### Events:

- The student will discuss the lives of people associated with:
  - Presidents' Day
  - Columbus Day
  - And the events of Independence Day

### Foundations

- Locate the United States on a world map.
- Locate the Capital of the United States on a United States map.
- The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by identifying:
  - the American flag
  - Bald eagle
  - Washington Monument
  - Statue of Liberty



# Second Grade

## People:

- Identify how these Americans improved the lives of other Americans:
  - George Washington
  - Abraham Lincoln
  - Susan B. Anthony
  - Helen Keller
  - Jackie Robinson
  - Martin Luther King, Jr
- Compare the lives and contribution of three American Indian cultures of the past and present, with emphasis on the
  - Powhatan of the Eastern Woodlands
  - the Lakota of the Plains
  - and Pueblo peoples of the Southwest.

## Foundations:

- Locate on a map:
  - Regions of the Powhatan, Lakota, and Pueblo Indians on a map of the U.S.
  - Mississippi River, Rio Grande, Appalachian Mountains, Rocky Mountains, Great Lakes.
- Understand the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo Indians.

# Third Grade

## People:

- Describing the accomplishments of:
  - Christopher Columbus,
  - Juan Ponce de Leon
  - Jacques Cartier
  - Henry Hudson
- Identify the contributions of:
  - George Washington
  - Thomas Jefferson
  - Abraham Lincoln
  - Rosa Parks
  - Thurgood Marshall
  - Cesar Chavez
- Identify the reasons for exploring the information gained, the results of the travels, and the impact of the travels on American Indians.

## Foundations:

- Recognize that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.
- Describe how people can serve the community, state, and nation.
- The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.



# Fourth Grade

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Fourth grade students will develop a greater understanding of events and occurring from early colonial times through the Civil War and Postwar Eras.

## Early Colonial Times

Demonstrate knowledge of the first permanent English settlement in America by:

- Explaining the reasons for English colonization.
- Describing how geography influenced the decision to settle at Jamestown.
- Identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.
- Identifying the importance of the arrival of Africans and English women to the Jamestown settlement.
- Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.
- Describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

## 1607 through The American Revolution

Demonstrate knowledge in the American Revolution by:

- Identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
- Identify the various roles played by white, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including
  - George Washington
  - Thomas Jefferson
  - Patrick Henry
  - James Lafayette

## Western Expansion

Demonstrate knowledge in the establishment of the new American nation by:

- Explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution"

Demonstrate knowledge of the issues that divided our nation and led to the Civil War by:

- Identifying the events and differences between northern and southern states.
- Identifying major battles that took place.
- Describing the roles played by:
  - whites
  - enslaved African Americans
  - free African American
  - American Indians

## Civil War and Postwar Eras

Demonstrate knowledge of reconstruction following the Civil War by:

- Identifying the effects of Reconstruction.
- Identifying the effects of segregation and Jim Crow.
- Describing the importance of railroads, new industries, and growth of cities.



# Fifth Grade

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Fifth grade students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence. They will also study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

## Pre-Columbian Times to the 1770s

Demonstrate knowledge of the factors that shaped colonial America by:

- Describing the religious and economic events and conditions that led to the colonization of America.
- Describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
- Describing colonial life in America from the perspectives of:
  - large landowners
  - farmers
  - women
  - free African Americans
  - indentured servants
  - and enslaved African Americans
- Identifying the political and economic relationships between the colonies and Great Britain.

## Revolution and the New Nation: 1770s to early 1800s

Demonstrate knowledge of the causes and results of the American Revolution by:

- Identifying the issues of dissatisfaction that led to the American Revolution.
- Identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.
- Describing key events and the roles of key individuals in the American Revolution with emphasis on:
  - George Washington
  - Benjamin Franklin
  - Thomas Jefferson
  - Patrick Henry
- Explaining why the colonies were able to defeat Great Britain.

The student will demonstrate knowledge of the challenges faced by the new nation by:

- Identifying the weakness of the government established by the Articles of Confederation.
- Describing the historical development of the Constitution of the United States.
- Describing the major accomplishments of the first five presidents of the United States.

## Expansion and Reform: 1801 to 1861

The student will demonstrate knowledge of westward expansion and reform in America by:

- Describing territorial expansion and how it affected the political map of the United States with emphasis on:



- The Louisiana Purchase
- The Lewis and Clark expedition
- And the acquisition of Florida, Texas, Oregon, and California.
- Identifying the geographic and economic factors that influenced the westward movement of settlers.
- Describing the impact of invention, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
- Identifying the main ideas of the abolitionist and women’s suffrage movements.

## Civil War: 1861 to 1865

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

- Describing the cultural, economic, and constitutional issues that divided the nation.
- Explaining how the issues of states’ right and slavery increased sectional tensions.
- Identifying on a map the states that seceded from the Union and those that remained in the Union.
- Describing the roles of
  - Abraham Lincoln
  - Jefferson Davis
  - Ulysses S. Grant
  - Robert E. Lee
  - Thomas “Stonewall” Jackson
  - Frederick Douglass in events leading to and during the war.
- Describing the effects of war from the perspectives of:
  - Union and Confederate soldiers (including African American soldiers)
  - Women
  - and enslaved African Americans.

## Sixth Grade

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6th grade students will continue to use skills for historical and geographical analysis as they examine American history since 1865. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world’s political and economic landscapes.

The students will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.

The students will use maps, globes, photographs, pictures, or tables for locating the 50 states and cities most significant to the historical development of the United States.



## **Reconstruction: 1865 to 1877**

The student will demonstrate knowledge of the effects of Reconstruction on American life by:

- Analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.
- Describing the impact of Reconstruction policies on the South and North.
- Describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

## **Reshaping the Nation and The Emergence of Modern America: 1877 to the Early 1900s.**

The student will demonstrate knowledge of how life changed after the Civil War by:

- Identifying the reasons for westward expansion, including its impact on American Indians.
- Explaining the reasons for the increase in immigration, growth of cities, and the challenges arising from this expansion.
- Describing racial segregation, the rise of "Jim Crow," and other constraints face by African Americans and other groups in the post-Reconstruction South.
- Explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.
- Describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, and women's suffrage.

## **Turmoil and Change: 1890s to 1945**

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:

- Explaining the reason for and results of the Spanish American War.
- Describing Theodore Roosevelt's impact on the foreign policy of the United States.
- Explaining the reason for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:

- Explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.
- Describing the social and economic changes that took place, including prohibition and the Great Migration north and west.
- Identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:

- Identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
- Describing the major events and turning points of the war in Europe and the Pacific.
- Describing the impact of the war on the home front.



# Seventh Grade

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7th grade students will examine the roles citizens play in the political, governmental, and economic systems in the United States by studying the United States Constitution, identifying the rights, duties, and responsibilities of citizens, and by describing the structure and operation of the United States Government.

## **Citizenship:**

Students will identify personal character traits such as:

- Patriotism
- Respect for the law
- Willingness to perform public service
- And a sense of civic duty.

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities for citizens by:

- Describing the processes by which an individual becomes a citizen of the United States.
- Describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws.
- Describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court.
- Examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society.

## **Social Studies:**

The student will develop the social studies skills responsible citizenship requires, including the ability to:

- Analyze political cartoons, political advertisements, pictures, and other graphic media.
- Formulate an informed, carefully reasoned position on a community issue.
- Select and defend positions in writing, discussion, and debate.

## **Government:**

The student will demonstrate knowledge of the foundations of American constitutional government by:

- Explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.
- Explaining the significance of:
  - The Declaration of Independence
  - The Articles of Confederation
  - And the Constitution of the United States
  - Including the Bill of Rights
  - Identifying the purposes for the Constitution of the United States as stated in its Preamble
  - Identifying the procedures for amending the Constitution of the United States.



The student will demonstrate knowledge of the political process by:

- Describing the functions of political parties.
- Comparing the similarities and differences of political parties.
- Analyzing campaigns for elective office, with emphasis on the role of the media.
- Examining the role of campaign contributions and costs.
- Describing voter registration and participation.
- Describing the role of the Electoral College in the election of the president and vice president.

The student will demonstrate knowledge of the American constitutional government at the national level by:

- Describing the structure and powers of the national government.
- Explaining the principle of separation of powers and the operation of checks & balances.
- Explaining the lawmaking process.
- Describing the roles and powers of the executive branch.

The student will demonstrate knowledge of the judicial systems established by the Constitution of the United States by:

- Describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.
- Describing the exercise of judicial review.
- Comparing and contrasting civil and criminal cases.
- Explaining how due process protections seek to ensure justice.

## Fill in the Blanks

**There's no need to panic if your child has fallen behind in grade level. American History isn't part of the K-8th curriculum at international schools, so your child will need to get brought up to speed before they continue their studies in the States.**

## That's where we can help

**U.S. History Abroad has designed a series of online classes with Foreign Service young in mind. We are the leading provider of supplemental American history education that your child needs. Our curriculum adheres to the Standards of Learning guidelines followed by the U.S. school system. So, K-8th grade students who complete our series remain academically competitive with their American peers.**

