

Inventing Flight Social Studies Correlations

Inventing Flight is a cross-curricular series, focused mainly on science and social studies, using the story of Wilbur and Orville Wright's process of invention to support hands-on classroom investigations. The correlations to state standards in this document deal with social studies in the middle school grades for applicable programs in the video series. Some states do not focus on American History, the rise of technology, and the role of inventors during the middle school grades, so not all states will have content correlations in social studies. Please see the science correlations document for more information.

Alabama

none

Alaska

Visions of Flight	
Standard A. <i>The Character of History</i>	A student should understand that history is a record of human experiences that links the past to the present and the future.
Standard B. <i>The Content of History</i>	A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

Wright Time, Wright Place	
Standard A. <i>The Character of History</i>	A student should understand that history is a record of human experiences that links the past to the present and the future.

After the Flyer	
Standard A. <i>The Character of History</i>	A student should understand that history is a record of human experiences that links the past to the present and the future.

Arizona

none

Arkansas

Visions of Flight	
TCC.1.1	Use chronological order to explain the cause and effect of events throughout history.

Wright Time, Wright Place	
TCC.1.1	Use chronological order to explain the cause and effect of events throughout history.

After the Flyer	
P.P.E 1.1	Explore and predict the effects of human interactions with their environments and with technology.

California

Visions of Flight	
8.12.9	Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Wright Time, Wright Place	
8.12.9	Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Connecticut

Visions of Flight	
Content Standard 2 Grades 5–8 and 9–12	Locate the events, peoples, and places they have studied in time and place.

Wright Time, Wright Place	
Content Standard 2 Grades 5–8 and 9–12	Locate the events, peoples, and places they have studied in time and place.
Content Standard 3 Grades 5–8	Explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods.

After the Flyer	
Content Standard 2 Grades 5–8 and 9–12	Locate the events, peoples, and places they have studied in time and place.
Content Standard 3 Grades 5–8	Explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods.

Delaware

Visions of Flight	
History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].	9–12: Emergence of modern America (1890–1930)

Wright Time, Wright Place	
History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].	9–12: Emergence of modern America (1890–1930)

After the Flyer	
History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].	9–12: Emergence of modern America (1890–1930)

Florida

Visions of Flight	
Standard 5, Grades 6–8: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)	1. Understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

Wright Time, Wright Place	
Standard 5, Grades 6–8: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)	1. Understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

After the Flyer	
Standard 5, Grades 6–8: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)	1. Understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

Georgia

none

Hawaii

none

Idaho

Visions of Flight	
477-01 Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.

Wright Time, Wright Place	
477-01 Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.

Total Control	
473-01 Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

Wings That Work	
473-01 Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

Power Plus	
473-01 Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

After the Flyer	
477-01 Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.

Illinois

Visions of Flight	
STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.	Development of the industrial United States from 1865 to 1914.

Wright Time, Wright Place	
STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.	Development of the industrial United States from 1865 to 1914.

After the Flyer	
STATE GOAL 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.	Development of the industrial United States from 1865 to 1914.

Indiana

none

Kansas

Visions of Flight	
Benchmark 4	The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1900 to 1930).

Wright Time, Wright Place	
Benchmark 4	The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1900 to 1930).

After the Flyer	
Benchmark 4	The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1900 to 1930).

Kentucky

Visions of Flight	
SS-H-5.2.2	The rise of big business, factories, mechanized farming, and the labor movement transformed the lives of Americans (1900 to 1930).

Wright Time, Wright Place	
SS-H-5.2.2	The rise of big business, factories, mechanized farming, and the labor movement transformed the lives of Americans (1900 to 1930).

Louisiana

Visions of Flight	
H-1A-M3	Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history.
H-1B-M15	Describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century.

Wright Time, Wright Place	
H-1A-M3	Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history.

H-1B-M15	Describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century.
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After the Flyer	
H-1A-M3	Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history.
H-1B-M15	Describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century.

Maine

Visions of Flight	
<u>HISTORY</u> A. CHRONOLOGY Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Grades 5–8: Describe the effects of historical changes on daily life. Secondary Grades: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

Wright Time, Wright Place	
<u>HISTORY</u> A. CHRONOLOGY Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Grades 5–8: Describe the effects of historical changes on daily life. Secondary Grades: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

After the Flyer	
<u>HISTORY</u> A. CHRONOLOGY Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Grades 5–8: Describe the effects of historical changes on daily life. Secondary Grades: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

Maryland

Visions of Flight	
2.11.12.2 Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Describe significant innovations in technology that changed the quality of life and transformed agriculture, mining, and ranching (US 3.1.4, US 4.1.1, 4.1.4).

Wright Time, Wright Place	
2.11.12.2 Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Describe significant innovations in technology that changed the quality of life and transformed agriculture, mining, and ranching (US 3.1.4, US 4.1.1, 4.1.4).

After the Flyer	
2.11.12.2 Students will use the chronology of history and major eras to demonstrate the relationships of events and people.	Describe significant innovations in technology that changed the quality of life and transformed agriculture, mining, and ranching (US 3.1.4, US 4.1.1, 4.1.4).

Massachusetts

Total Control	
Grades 8–12 History and Geography	4. Interpret and construct charts and graphs that show quantitative information (H, C, G, E).

Wings That Work	
Grades 8–12 History and Geography	4. Interpret and construct charts and graphs that show quantitative information (H, C, G, E).

Power Plus	
Grades 8–12 History and Geography	4. Interpret and construct charts and graphs that show quantitative information (H, C, G, E).

Michigan

Visions of Flight	
Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 3. Select conditions in various parts of the world and describe how they have been shaped by events from the past. Select events and individuals from the past that have had global impact on the modern world and describe their impact.

Wright Time, Wright Place	
Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 2. Identify and explain how individuals in history demonstrated good character and personal virtue.

Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 3. Select conditions in various parts of the world and describe how they have been shaped by events from the past. Select events and individuals from the past that have had global impact on the modern world and describe their impact.
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After the Flyer	
Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events (Comprehending the Past).	High School 3. Select conditions in various parts of the world and describe how they have been shaped by events from the past. Select events and individuals from the past that have had global impact on the modern world and describe their impact.

Minnesota

Visions of Flight	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.
Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.

Wright Time, Wright Place	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.
Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.

Total Control	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.
Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.

Wings That Work	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.

Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.
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Power Plus	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.
Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.

After the Flyer	
Standard: History and Citizenship Grades: Middle Grades 6–8	1. Analyzing historical events from the point of view of participants.
Standard: History and Citizenship Grades: Middle Grades 6–8	3. Constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change.

Mississippi

Visions of Flight	
2. Describe the impact of science and technology on the historical development of the United States in the global community (H,G,E).	a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

Wright Time, Wright Place	
2. Describe the impact of science and technology on the historical development of the United States in the global community (H,G,E).	a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

After the Flyer	
2. Describe the impact of science and technology on the historical development of the United States in the global community (H,G,E).	a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

Missouri

none

Montana

Visions of Flight	
Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	End of Grade 8 4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 8 5. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>
<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 12 4a. Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in history.</p>
<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 12 5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</p>

Wright Time, Wright Place	
<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 8 4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p>
<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 8 5. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>
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<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	<p>End of Grade 12 5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</p>

After the Flyer	
Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	End of Grade 8 4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.
Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	End of Grade 8 5. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	End of Grade 12 4a. Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in history.
Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	End of Grade 12 5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.

Nebraska

Visions of Flight	
12.1.5 Students will summarize causes and effects of the Industrial Revolution.	Describe new inventions and industrial production methods.

Wright Time, Wright Place	
12.1.5 Students will summarize causes and effects of the Industrial Revolution.	Describe new inventions and industrial production methods.

After the Flyer	
12.1.5 Students will summarize causes and effects of the Industrial Revolution.	Describe new inventions and industrial production methods.

Nevada

Wright Time, Wright Place	
6.8.1	Describe major inventions of the Industrial Revolution, including: <ul style="list-style-type: none"> • steam engine • textile machines

Total Control	
6.8.1	Describe major inventions of the Industrial Revolution, including: <ul style="list-style-type: none"> • steam engine • textile machines

After the Flyer	
6.8.1	Describe major inventions of the Industrial Revolution, including: <ul style="list-style-type: none"> • steam engine • textile machines

New Hampshire

Visions of Flight	
<p>Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.</p>	<p>Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865–1920) including technological developments; transformation of the economy in the late 1800s; immigration; role of education; urbanization; changes in work and the workplace; rise of labor unions; modernization of agriculture; Populism; development of the trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.</p>

Wright Time, Wright Place	
<p>Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.</p>	<p>Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865–1920) including technological developments; transformation of the economy in the late 1800s; immigration; role of education; urbanization; changes in work and the workplace; rise of labor unions; modernization of agriculture; Populism; development of the trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.</p>

After the Flyer	
<p>Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.</p>	<p>Demonstrate an understanding of major topics in the study of the Second Industrial Revolution (1865–1920) including technological developments; transformation of the economy in the late 1800s; immigration; role of education; urbanization; changes in work and the workplace; rise of labor unions; modernization of agriculture; Populism; development of the trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.</p>

New Jersey

Visions of Flight	
Standard 6.3 (The Humanities) All students will have an enriched and broader understanding of the social studies through the study of the related areas of the humanities (literature, art, philosophy, music, and architecture).	By end of Grade 8 5. Analyze instances where art, literature, philosophy, architecture, and music have been influenced by their societies. 6. Analyze how technological innovations have influenced cultural forms.
Standard 6.5 (United States History) All students will demonstrate knowledge and understanding of major events, personalities, and issues in the history of the United States of America.	Trace the development of industrialization in America during this period and the resulting transformation of the country.

Wright Time, Wright Place	
Standard 6.5 (United States History) All students will demonstrate knowledge and understanding of major events, personalities, and issues in the history of the United States of America.	Trace the development of industrialization in America during this period and the resulting transformation of the country.

After the Flyer	
Standard 6.5 (United States History) All students will demonstrate knowledge and understanding of major events, personalities, and issues in the history of the United States of America.	Trace the development of industrialization in America during this period and the resulting transformation of the country.

New Mexico

none

New York

Visions of Flight	
Standard 1, Intermediate 3	Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Wright Time, Wright Place	
Standard 1, Intermediate 3	Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

After the Flyer	
Standard 1, Intermediate 3	Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

North Carolina

none

North Dakota

Visions of Flight	
8.1.3 and 12.1.2	Understand how key events, people, and ideas contributed to United States history.

Wright Time, Wright Place	
8.1.3 and 12.1.2	Understand how key events, people, and ideas contributed to United States history.

After the Flyer	
8.1.3 and 12.1.2	Understand how key events, people, and ideas contributed to United States history.

Ohio

none

Oklahoma

Total Control	
Standard 1. The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.	Apply the concepts of scale, distance, direction, relative location, latitude, and longitude.

Wings That Work	
Standard 1. The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.	Apply the concepts of scale, distance, direction, relative location, latitude, and longitude.

Power Plus	
Standard 1. The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.	Apply the concepts of scale, distance, direction, relative location, latitude, and longitude.

Oregon

Visions of Flight	
<p>Common Curriculum Goals—U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.</p> <p>Content Standards Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</p>	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.

Wright Time, Wright Place	
<p>Common Curriculum Goals—U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.</p> <p>Content Standards Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</p>	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.

After the Flyer	
<p>Common Curriculum Goals—U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.</p> <p>Content Standards Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</p>	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.

Pennsylvania

Visions of Flight	
8.2.9	<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <p>Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin)</p> <p>Military Leaders (e.g., George Meade, George McClellan, John Hartranft)</p> <p>Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster)</p> <p>Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)</p>

Wright Time, Wright Place	
8.2.9	<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <p>Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin)</p> <p>Military Leaders (e.g., George Meade, George McClellan, John Hartranft)</p> <p>Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster)</p> <p>Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)</p>

After the Flyer	
8.2.9	<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <p>Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin)</p> <p>Military Leaders (e.g., George Meade, George McClellan, John Hartranft)</p> <p>Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster)</p> <p>Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)</p>

Rhode Island

Visions of Flight	
Standard 4: Historical Knowledge	The student develops historical knowledge of major events and phenomena throughout the development of world and United States history while identifying major issues, problems, and decision making in regards to these historical events.

Wright Time, Wright Place	
Standard 4: Historical Knowledge	The student develops historical knowledge of major events and phenomena throughout the development of world and United States history while identifying major issues, problems, and decision making in regards to these historical events.

After the Flyer	
Standard 4: Historical Knowledge	The student develops historical knowledge of major events and phenomena throughout the development of world and United States history while identifying major issues, problems, and decision making in regards to these historical events.

South Carolina

Visions of Flight	
8.3.5	Describe the revolutions in energy, manufacturing, and transportation and their spatial distribution.

After the Flyer	
10.7.4	Describe how transportation and communications technology contribute to cultural convergence and divergence.

South Dakota

Visions of Flight	
Grade 8 Standard 18	Explain the impact of industrialization and urbanization with emphasis on reform movements such as muckraking literature, the Progressive movement, women's suffrage and temperance, child labor and organized labor, significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright); and laissez-faire policies toward big business and the rise of entrepreneurs and industrialists in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller).

Wright Time, Wright Place	
Grade 8 Standard 18	Explain the impact of industrialization and urbanization with emphasis on reform movements such as muckraking literature, the Progressive movement, women's suffrage and temperance, child labor and organized labor, significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright); and laissez-faire policies toward big business and the rise of entrepreneurs and industrialists in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller).

After the Flyer	
Grade 8 Standard 18	Explain the impact of industrialization and urbanization with emphasis on reform movements such as muckraking literature, the Progressive movement, women's suffrage and temperance, child labor and organized labor, significant inventors and their inventions (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright); and laissez-faire policies toward big business and the rise of entrepreneurs and industrialists in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller).

Tennessee

none

Texas

Visions of Flight	
Grades 9–12 Knowledge Skill 1—History: The student understands traditional historical points of reference in U.S. history from 1877 to the present.	(B) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

Wright Time, Wright Place	
Grades 9–12 Knowledge Skill 1—History: The student understands traditional historical points of reference in U.S. history from 1877 to the present.	(B) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

After the Flyer	
Grades 9–12 Knowledge Skill 1—History: The student understands traditional historical points of reference in U.S. history from 1877 to the present.	(B) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

Utah

Visions of Flight	
<p>U.S. History, Grades 9–12</p> <p>Standard 2: Students will understand how the growth of industry changed the United States.</p> <p>Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.</p>	<p>Identify major American inventions and how they affected the United States (e.g., telephone, electricity, car, motion pictures).</p>

Wright Time, Wright Place	
<p>U.S. History, Grades 9–12</p> <p>Standard 2: Students will understand how the growth of industry changed the United States.</p> <p>Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.</p>	<p>Identify major American inventions and how they affected the United States (e.g., telephone, electricity, car, motion pictures).</p>

After the Flyer	
<p>U.S. History, Grades 9–12</p> <p>Standard 2: Students will understand how the growth of industry changed the United States.</p> <p>Objective 1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.</p>	<p>Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.</p>

Vermont

Visions of Flight	
<p>6.4: Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.</p>	<p>Grades 9–12</p> <p><i>The Emergence of Modern America (1877–1930)</i></p> <p>Analyze the impact of major forces that shaped America in the late Nineteenth and early Twentieth Century (e.g., industrialization, urbanization, immigration, imperialism, nationalism, unionism, and the struggle for equal rights).</p>

Wright Time, Wright Place	
6.4: Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.	Grades 9–12 <i>The Emergence of Modern America (1877–1930)</i> Analyze the impact of major forces that shaped America in the late Nineteenth and early Twentieth Century (e.g., industrialization, urbanization, immigration, imperialism, nationalism, unionism, and the struggle for equal rights).

After the Flyer	
6.4: Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two.	Grades 9–12 <i>The Emergence of Modern America (1877–1930)</i> Analyze the impact of major forces that shaped America in the late Nineteenth and early Twentieth Century (e.g., industrialization, urbanization, immigration, imperialism, nationalism, unionism, and the struggle for equal rights).

Virginia

Visions of Flight	
Standard USH.3d The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.	Reasons for rise and prosperity of big business <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile) • Advertising • Lower-cost production Factors resulting in growth of industry <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force • Inventions • Financial resources

Wright Time, Wright Place	
<p>Standard USH.3d The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.</p>	<p>Reasons for rise and prosperity of big business</p> <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile) • Advertising • Lower-cost production <p>Factors resulting in growth of industry</p> <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force • Inventions • Financial resources

After the Flyer	
<p>Standard USH.3d The student will demonstrate knowledge of how life changed after the Civil War by d) explaining the rise of big business, the growth of industry, and life on American farms.</p>	<p>Reasons for rise and prosperity of big business</p> <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Henry Ford, automobile) • Advertising • Lower-cost production <p>Factors resulting in growth of industry</p> <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force • Inventions • Financial resources

Washington

Visions of Flight	
<p>1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history</p>	<p>By the end of Grade 8 US1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including:</p> <ul style="list-style-type: none"> • Revolution, Constitution, and New Nation (1763–1820) • Expansion and Reform (1801–1861) • Civil War and Reconstruction (1850–1877) • Industrialization, Immigration, Urbanization (1870–1900)

Wright Time, Wright Place	
1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history	By the end of Grade 8 US1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including: <ul style="list-style-type: none"> • Revolution, Constitution, and New Nation (1763–1820) • Expansion and Reform (1801–1861) • Civil War and Reconstruction (1850–1877) • Industrialization, Immigration, Urbanization (1870–1900)

After the Flyer	
1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history	By the end of Grade 8 US1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including: <ul style="list-style-type: none"> • Revolution, Constitution, and New Nation (1763–1820) • Expansion and Reform (1801–1861) • Civil War and Reconstruction (1850–1877) • Industrialization, Immigration, Urbanization (1870–1900)

West Virginia

After the Flyer	
9.43	Evaluate the effects of technological change on the United States.

Wisconsin

Visions of Flight	
B.8.7	Identify significant events and people in the major eras of United States and world history.
B.8.8	Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

Wright Time, Wright Place	
B.8.7	Identify significant events and people in the major eras of United States and world history.
B.8.8	Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

After the Flyer	
B.8.7	Identify significant events and people in the major eras of United States and world history.
B.8.8	Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

Wyoming

Visions of Flight	
<p>4. Time, Continuity, and Change Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.</p>	<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance.</p> <p>4. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p>

Wright Time, Wright Place	
<p>4. Time, Continuity, and Change Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.</p>	<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance.</p> <p>4. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p>

After the Flyer	
<p>4. Time, Continuity, and Change Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.</p>	<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance.</p> <p>4. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p>