

**United States History Standards  
for Grades 5-12**

Era and Standards	Overview
<p><b>Era 10: Contemporary United States (1968 to the present)</b></p> <p><b>Standard 1:</b> Recent developments in foreign policy and domestic politics</p> <p><b>Standard 2:</b> Economic, social, and cultural developments in contemporary United States</p>	<p>Examining the history of our own time presents special difficulties. The historian ordinarily has the benefit of hindsight but never less so than in examining the last few decades. Furthermore, the closer we approach the present the less likely it is that historians will be able to transcend their own biases. Historians can never attain complete objectivity, but they tend to fall shortest of the goal when they deal with current or very recent events. For example, writers and teachers of history who voted for a particular candidate will likely view that candidate's actions in office more sympathetically than a historian who voted the other way.</p>

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
<p><b>STANDARD 1:</b> <b>Recent developments in foreign policy and domestic politics.</b></p> <p><b>Standard 1A:</b> The student understands domestic politics from Nixon to Carter.</p>	5-12	Assess the importance of the individual in history	Evaluate the effectiveness of the Nixon, Ford, and Carter administrations in addressing social and environmental issues.
	9-12	Compare and contrast differing policies	Assess the efforts of the Nixon, Ford, and Carter administrations to combat recession and inflation.
	5-12	Formulate historical questions	Explain the Nixon administration's involvement in Watergate and examine the role of the media in exposing the scandal.
	9-12	Examine the influence of ideas	Analyze the constitutional issues raised by the Watergate affair and evaluate the effects of Watergate on public opinion.
<p><b>Standard 1B:</b> The student understands domestic politics in contemporary society</p>	7-12	Compare and contrast differing sets of ideas	Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations.
	5-12	Examine the influence of ideas	Examine the impact of the "Reagan Revolution" on federalism and public perceptions of the role of government.
	9-12	Identify issues and problems in the past	Analyze constitutional issues in the Iran-Contra affair.
	9-12	Interrogate historical data	Explain why labor unionism has declined in recent decades.

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	<b>9-12</b>	Compare and contrast differing policies	Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations.
<b>Standard 1C:</b> The student understands major foreign policy initiatives.	<b>7-12</b>	Examine the influence of ideas	Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union.
	<b>7-12</b>	Analyze multiple causation	Assess Nixon's policy of detente with the USSR and the People's Republic of China.
	<b>9-12</b>	Analyze cause-and-effect relationships	Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America.
	<b>5-12</b>	Hypothesize the influence of the past	Evaluate Reagan's efforts to reassert American military power and rebuild American prestige.
	<b>7-12</b>	Analyze multiple causation	Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR.
	<b>9-12</b>	Analyze cause-and-effect relationships	Evaluate the reformulation of foreign policy in the post-Cold War era.
<b>STANDARD 2:</b> <b>Economic, social, and cultural developments in contemporary United States.</b>  <b>Standard 2A:</b> The student understands economic patterns since 1968.	<b>9-12</b>	Utilize quantitative data	Explain the sluggishness in the overall rate of economic growth and the relative stagnation of wages since 1973.
	<b>7-12</b>	Analyze cause-and-effect relationships	Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants.
	<b>9-12</b>	Analyze cause-and-effect relationships	Explain the increase in income disparities and evaluate its social and political consequences.
	<b>7-12</b>	Evaluate debates among historians	Examine the consequences of the shift of the labor force from manufacturing to service industries.

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	5-12	Explain historical continuity and change	Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work.
	7-12	Utilize quantitative data	Assess the effects of international trade, transnational business organization, and overseas competition on the economy.
<b>Standard 2B:</b> The student understands the new immigration and demographic shifts.	5-12	Analyze cause-and-effect relationships	Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants.
	9-12	Identify issues and problems in the past	Identify the major issues that affected immigrants and explain the conflicts these issues engendered.
	7-12	Analyze cause-and-effect relationships	Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes.
	9-12	Explain historical continuity and change	Explain changes in the size and composition of the traditional American family and their ramifications.
	7-12	Utilize quantitative data	Explain the shifting age structure of the population with the aging of the “baby boomers,” and grasp the implications of the “graying of America.”
<b>Standard 2C:</b> The student understands changing religious diversity and its impact on American institutions and values.	5-12	Explain historical continuity and change	Analyze how the new immigrants have affected religious diversity.
	9-12	Analyze cause-and-effect relationships	Analyze the position of major religious groups on political and social issues.
	7-12	Consider multiple perspectives	Explain the growth of the Christian evangelical movement.
	7-12	Interrogate historical data	Analyze how religious organizations use modern telecommunications to promote their faiths.
<b>Standard 2D:</b> The student understands contemporary American culture.	7-12	Analyze multiple causation	Evaluate the desegregation of education and assess its role in the creation of private white academies.

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	9-12	Analyze cause-and-effect relationships	Analyze how social change and renewed ethnic diversity has affected artistic expression and popular culture.
	7-12	Explain historical continuity and change	Explain the influence of media on contemporary American culture.
	5-12	Draw upon visual and musical sources	Explore the international influence of American culture.
	5-12	Reconstruct patterns of historical succession and duration	Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on popular culture.
<b>Standard 2E:</b> The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.	9-12	Consider multiple perspectives	Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action.
	5-12	Explain historical continuity and change	Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women.
	9-12	Reconstruct patterns of historical succession and duration	Explain the evolution of government support for the assertion of rights by the disabled.
	7-12	Explain historical continuity and change	Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents.
	9-12	Consider multiple perspectives	Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans.

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	9-12	Consider multiple perspectives	Evaluate the continuing struggle for e pluribus unum amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education.