

US | UNITED STATES HISTORY AND GEOGRAPHY

Post-Reconstruction to the Present

Course Description: Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today.

Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society.

The Rise of Industrialization (1877-1900)

Overview: Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|--------------------|
| US.01 | Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West. | C, E, G, H, P |
| US.02 | Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act. | C, G, H, P, T |
| US.03 | Explain the impact of the Compromise of 1877, including: Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin "Pap" Singleton and the Exodusters, and the <i>Plessy v. Ferguson</i> decision. (T.C.A. § 49-6-1006) | C, G, H, P, T, TCA |

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|-------|--|---------------|
| US.04 | <p>Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following:</p> <ul style="list-style-type: none"> • Boss Tweed • Thomas Nast • Credit Mobilier • Spoils system and President James A. Garfield’s assassination • Pendleton Act • Interstate Commerce Act | C, E, G, H, P |
| US.05 | <p>Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of:</p> <ul style="list-style-type: none"> • Alexander Graham Bell • Henry Bessemer • Andrew Carnegie • Thomas Edison • J.P. Morgan • John D. Rockefeller • Nikola Tesla • Cornelius Vanderbilt • Madam C.J. Walker | C, E, H |
| US.06 | <p>Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas:</p> <ul style="list-style-type: none"> • Boston • Chicago • New York City • Pittsburgh • San Francisco | C, E, G, H |
| US.07 | <p>Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including:</p> <ul style="list-style-type: none"> • Angel Island • Ellis Island • Push and pull factors • Ethnic clusters • Jane Addams • Competition for jobs • Rise of nativism • Jacob Riis • Chinese Exclusion Act and Gentleman’s Agreement | C, E, G, H, P |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

The Progressive Era (1890-1920)

Overview: Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|----------------|
| US.08 | Explain the concepts of social Darwinism and the Social Gospel. | C, E, H |
| US.09 | Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006) | C, H, P, TCA |
| US.10 | Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads. | C, E, G, H, P |
| US.11 | Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government. | C, E, H, P, T |
| US.12 | Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914. | C, E, H, P |
| US.13 | Describe working conditions in industries during this era, including the use of labor by women and children. | C, E, H |
| US.14 | Explain the roles played by muckrakers and progressive idealists, including: <ul style="list-style-type: none"> • Robert M. La Follette, Sr. • President Theodore Roosevelt • Upton Sinclair • Lincoln Steffens • Ida Tarbell | C, H, P |

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| Standard Number | Content Standard | Content Strand |
|-----------------|---|----------------|
| US.15 | Analyze the goals and achievements of the Progressive movement, including: <ul style="list-style-type: none"> • Adoption of the initiative, referendum, and recall • Adoption of the primary system • 16th Amendment • 17th Amendment • 18th Amendment | E, H, P |
| US.16 | Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: <ul style="list-style-type: none"> • Square Deal • “Trust-busting” • Pure Food and Drug Act • Meat Inspection Act • Support for conservation | C, E, H, P |
| US.17 | Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service. | C, E, H, P, T |
| US.18 | Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36.” | C, H, P, T |

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Imperialism and World War I (1890-1920)

Overview: Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|-----------------|
| US.19 | Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism. | C, E, G, H, P |
| US.20 | Compare and contrast the arguments of interventionists and non-interventionists of the period. | E, H, P |
| US.21 | Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: <ul style="list-style-type: none"> • Annexation of Hawaii • Philippine Insurrection • Roosevelt Corollary • Panama Canal • Access to Cuba | E, G, H, P |
| US.22 | Compare and contrast President Theodore Roosevelt's Big Stick diplomacy, President William Howard Taft's Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy. | E, H, P |
| US.23 | Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality. | C, E, G, H, P |
| US.24 | Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations. | E, G, H, P |
| US.25 | Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> • Trench warfare • Use of new weapons and technology • Harlem Hell Fighters • Herbert Hoover • John J. Pershing • Alvin C. York | C, G, H, T, TCA |

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| Standard Number | Content Standard | Content Strand |
|-----------------|---|----------------|
| US.26 | Analyze the political, economic, and social ramifications of World War I on the home front, including: <ul style="list-style-type: none"> • Role played by women and minorities • Voluntary rationing • Committee on Public Information • Opposition by conscientious objectors • <i>Schenck v. United States</i> decision | C, E, H, P |
| US.27 | Analyze the significance of President Woodrow Wilson’s Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics. | H, P |

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The 1920s (1920-1929)

Overview: Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|--------------------|
| US.28 | Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006) | C, E, G, H, T, TCA |
| US.29 | Describe the growth and effects that radio and movies played in the emergence of popular culture as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth. | C, H |
| US.30 | Examine the growth and popularity of country and blues music, including the rise of: the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49-6-1006) | C, H, T, TCA |
| US.31 | Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity. | C, E, H |
| US.32 | Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society. | C, E, H |
| US.33 | Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> • Louis Armstrong • Duke Ellington • Langston Hughes • Zora Neale Hurston | C, H, TCA |
| US.34 | Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women's colleges. | C, E, H |

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|-----------------|--|-----------------------|
| US.35 | Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• First Red Scare <li style="display: inline-block; width: 45%;">• Efforts of Ida B. Wells <li style="display: inline-block; width: 45%;">• Immigration Quota Acts of the 1920s <li style="display: inline-block; width: 45%;">• Emergence of Garveyism <li style="display: inline-block; width: 45%;">• Resurgence of the Ku Klux Klan <li style="display: inline-block; width: 45%;">• Rise of the NAACP | C, E, G, H, P, T, TCA |
| US.36 | Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy. | C, H, P, T |
| US.37 | Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies. | C, E, H, P |
| US.38 | Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation. | C, E, H |

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The Great Depression and New Deal (1929-1941)

Overview: Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government.

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|-----------------|---|------------------|
| US.39 | Analyze the causes of the Great Depression, including: <ul style="list-style-type: none"> • Bank failures • Buying on margin • Crash of the stock market • Excess consumerism • High tariffs • Laissez-faire politics • Overextension of credit • Overproduction in agriculture and manufacturing • Rising unemployment | C, E, H, P |
| US.40 | Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts. | C, E, G, H |
| US.41 | Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles. | C, E, G, H |
| US.42 | Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of “Rugged Individualism,” public works projects, the Reconstruction Finance Corporation, and response to the “Bonus Army.” | C, E, H, P, T |
| US.43 | Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: <ul style="list-style-type: none"> • Agricultural Adjustment Act • Civilian Conservation Corps • Fair Labor Standards Act • Federal Deposit Insurance Corporation • National Recovery Administration • Securities and Exchange Commission • Social Security • Tennessee Valley Authority • Works Progress Administration | C, E, G, H, P, T |
| US.44 | Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt’s “court packing” attempt. | C, E, H, P |

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World War II (1936-1945)

Overview: Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad.

| Standard Number | Content Standard | Content Strand |
|-----------------|---|----------------|
| US.45 | Explain the rise and spread of fascism, communism, and totalitarianism internationally. | C, G, H, P |
| US.46 | Explain President Franklin D. Roosevelt's response to world crises, including: the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act. | E, H, P |
| US.47 | Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war. | C, G, H, P, T |
| US.48 | Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. | G, H, P, T |
| US.49 | Identify the roles and the significant actions of the following individuals in World War II: <ul style="list-style-type: none"> • Winston Churchill • Dwight D. Eisenhower • Adolf Hitler • Douglas MacArthur • George C. Marshall • Benito Mussolini • President Franklin D. Roosevelt • Joseph Stalin • Hideki Tojo • President Harry S. Truman | H, P |
| US.50 | Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day. | G, H, P |
| US.51 | Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. | C, H, T |

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|-----------------|---|------------------|
| US.52 | Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society. | C, E, H |
| US.53 | Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006) | C, E, H, P, TCA |
| US.54 | Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the <i>Fred Korematsu v. United States of America</i> decision. | C, H, P |
| US.55 | <p>Describe the war's impact on the home front, including:</p> <ul style="list-style-type: none"> • Rationing • Bond drives • Propaganda • Movement to cities and industrial centers • Bracero program • Conversion of factories for wartime production • Location of prisoner of war camps in Tennessee | C, E, G, H, P, T |
| US.56 | Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. | G, H, P, T |
| US.57 | Explain the major outcomes of the Yalta and Potsdam Conferences. | H, P |
| US.58 | Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. | C, H, P, T |

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Cold War (1947-1991)

Overview: Students will analyze the response of the U.S. to communism after World War II.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|----------------|
| US.59 | Describe the competition between the U.S. and the Soviet Union in arms development, economic dominance, and ideology, including the roles of NATO, SEATO, and the Warsaw Pact. | E, G, H, P |
| US.60 | Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift. | E, G, H, P |
| US.61 | Analyze the causes and effects of the Second Red Scare, including: Americans' attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg. | C, E, H, P |
| US.62 | Describe the causes, course, and consequences of the Korean War, including: <ul style="list-style-type: none"> • Domino theory • 38th parallel • Battle of Inchon • Entry of the communist Chinese • Final division of the Koreas | E, G, H, P |
| US.63 | Explain Cold War policies during President Dwight D. Eisenhower's administration, including brinkmanship and "peaceful coexistence." | C, E, H, P |
| US.64 | Explain the fears of Americans surrounding nuclear holocaust, debates over stockpiling, and the use of nuclear weapons, including: <ul style="list-style-type: none"> • Atomic testing • Civil defense • Fallout shelters • Impact of <i>Sputnik</i> • Mutual assured destruction | C, H, P |
| US.65 | Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis. | E, G, H, P |

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| Standard Number | Content Standard | Content Strand |
|-----------------|--|----------------|
| US.66 | Describe the causes, course, and consequences of the Vietnam War, including: <ul style="list-style-type: none"> • Geneva Accords • Gulf of Tonkin Resolution • Tet Offensive • Vietnamization • Ho Chi Minh • Bombing of Cambodia • Napalm and Agent Orange | C, E, G, H, P |
| US.67 | Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War. | C, H, P |
| US.68 | Evaluate the impact of the Vietnam War on the home front, including: the anti-war movement, draft by lottery, and the role of television and the media. | C, H, P |
| US.69 | Describe the competition between the U.S. and Soviet Union for superiority in space. | C, E, G, H, P |
| US.70 | Explain developments that eased tensions during the Cold War, including: <ul style="list-style-type: none"> • President Richard Nixon’s detente • President Jimmy Carter’s SALT Treaties • President Ronald Reagan and Mikhail Gorbachev’s INF Treaty • The fall of the Berlin Wall | C, G, H, P |

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A Nation in Transition (1950s-1963)

Overview: Students will examine American cultural, economic, political, and societal developments following World War II.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|------------------|
| US.71 | Analyze the impact of prosperity and consumerism in the 1950s, including: the growth of white-collar jobs, the “suburban ideal,” the impact of the G.I. Bill, and the increased reliance on foreign oil. | C, E, G, H, P |
| US.72 | Explain the impact of the baby boomer generation on the American economy and culture. | C, E, G, H |
| US.73 | Describe domestic developments during President Dwight D. Eisenhower’s administration, including advances in medicine and the creation of the Interstate Highway System. | C, E, G, H, P, T |
| US.74 | Describe the growing influence of the automobile on American society, including the growth of: suburbia, fast food chains, and the hotel industry. | C, E, G, H, T |
| US.75 | Analyze the increasing impact of television and mass media on the American home, politics, and economy. | C, E, H, P |
| US.76 | Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock ‘n’ roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006) | C, E, H, T, TCA |
| US.77 | Describe President John F. Kennedy’s New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon. | C, E, G, H, P |

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Civil Rights Movement (1950s-1960s)

Overview: Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. § 49-6-1006)

| Standard Number | Content Standard | Content Strand |
|-----------------|---|-----------------------|
| US.78 | Examine the decision and impact of <i>Brown v. Board of Education</i> on desegregation. (T.C.A. § 49-6-1006) | C, E, G, H, P, T, TCA |
| US.79 | Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006) | C, E, G, H, P, T, TCA |
| US.80 | Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) <ul style="list-style-type: none"> • Montgomery Bus Boycott • Integration of Clinton High School in Clinton, TN • Integration of Central High School in Little Rock, AR • Freedom Riders • Tent City in Fayette County, TN • Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville) • March on Washington, D.C. • Birmingham bombings of 1963 • Assassination of Martin Luther King, Jr. • Highlander Folk School | C, E, G, H, P, T, TCA |
| US.81 | Analyze civil and voting rights legislation, including: the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6- 1006) | C, E, H, P, TCA |
| US.82 | Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period. | C, H, P |

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The Modern United States (1960s-present)

Overview: Students will examine important events and trends from the 1960s to the present.

| Standard Number | Content Standard | Content Strand |
|-----------------|--|------------------|
| US.83 | Evaluate the impact of President Lyndon Johnson’s Great Society programs, including: Medicare, urban renewal, and the War on Poverty. | C, E, G, H, P, T |
| US.84 | Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock. | C, E, G, H, P |
| US.85 | Explain significant achievements of President Richard Nixon’s administration, including his appeal to the “silent majority” and his major foreign policy actions. | C, E, G, H, P |
| US.86 | Examine the Watergate scandal, including: <ul style="list-style-type: none"> • Background of the break-in • Changing role of media and journalism • Controversy surrounding President Gerald Ford’s pardon • Legacy of distrust • <i>United States v. Nixon</i> | C, H, P |
| US.87 | Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island. | C, G, H, P |
| US.88 | Identify and explain the significant events of President Jimmy Carter’s administration, including: <ul style="list-style-type: none"> • Poor economy • Panama Canal Treaty • Camp David Accords • Energy crisis • Iran Hostage Crisis | C, E, G, H, P |

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| US.89 | Analyze the significance of President Ronald Reagan’s administration, including: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Revitalization of national pride <li style="display: inline-block; width: 45%;">• “War on Drugs” <li style="display: inline-block; width: 45%;">• Reaganomics <li style="display: inline-block; width: 45%;">• Strategic Defense Initiative <li style="display: inline-block; width: 45%;">• Iran-Contra affair <li style="display: inline-block; width: 45%;">• AIDS epidemic | C, E, G, H, P |
| US.90 | Describe the significant events of President George H.W. Bush’s administration, including the invasion of Panama and the Gulf War. | E, G, H, P |
| US.91 | Summarize the events of President Bill Clinton’s administration, including: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Welfare-to-work <li style="display: inline-block; width: 45%;">• NAFTA <li style="display: inline-block; width: 45%;">• Balanced budget <li style="display: inline-block; width: 45%;">• Scandals and subsequent impeachment hearings | C, E, G, H, P |
| US.92 | Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally. | C, G, H, P |
| US.93 | Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Hillary Clinton <li style="display: inline-block; width: 45%;">• Colin Powell <li style="display: inline-block; width: 45%;">• Sandra Day O’Connor <li style="display: inline-block; width: 45%;">• Condoleezza Rice <li style="display: inline-block; width: 45%;">• Nancy Pelosi | C, E, H, P, TCA |
| US.94 | Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society. | C, E, G, H, P |
| US.95 | Describe the achievements and setbacks of President Barack Obama’s administration. | C, E, H, P |

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