



**TENNESSEE**  
STATE BOARD OF EDUCATION

# **SOCIAL STUDIES STANDARDS REVISION**

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NOVEMBER 2, 2023

# **THE STATE BOARD'S ROLE IN ACADEMIC STANDARDS**

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# SETTING ACADEMIC STANDARDS

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- T.C.A. § § 49-1-311-314 set out a clear process for the State Board to review academic standards in English language arts, math, science, and social studies on an eight-year, rotating basis.

\*Social Studies still fell under the 6 year timeline

# REVIEW PROCESS

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# TENNESSEE ACADEMIC STANDARDS: SOCIAL STUDIES

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# THE WHY

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- It is through social studies that students prepare for their futures by opening doors to a more diverse, competitive workforce and responsible citizenry.
- The Tennessee Social Studies Standards lay out a vision of vitally important disciplines and describe what all students should know and be able to do at the end of each grade/course.

# STANDARDS VS. CURRICULUM

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Standard	Curriculum
<p><b>4.30</b> Locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to Tennessee's statehood.</p>	<ul style="list-style-type: none"><li>• Students will define the following terms: Rocky Mount, William Blount, Southwest Territory, etc.</li><li>• Students will create a short presentation with a group that will be presented to the class. This presentation will discuss the first initial step for Tennessee to become a state.</li><li>• A possible field trip to Rocky Mount or a museum, as time and resources dictate.</li></ul>

# IDEAL STANDARDS

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- Challenging but age appropriate
- Clear
- Measurable with a variety of assessments in mind
- Key ideas with real world reference
- Connect to overarching themes to support skills and thinking
- Build sequentially (skills, concepts, and content)
- Support teachers and students



# **HISTORY OF STANDARDS**

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# HISTORY OF LEARNING, K-2

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- The purpose of learning social studies in elementary grades is to enable students to understand, participate in, and make informed decisions about their world.
- This allows students to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past.
- It provides students with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgements.
- It provides a framework of responsible citizens participation locally, nationally, and globally.

# HISTORY OF LEARNING, 3-5

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- It is in grades 3 to 5 that students are exposed to “real history” for the first time.
- Students are exposed to a high-level content in history, including United States History and Tennessee history.
- This content helps prepare students for future learning in middle and high school.
- It is important that students are exposed to this content in order to prepare them for later learning.

# HISTORY OF LEARNING, 6-8

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- Middle school is typically when students have an individual class period for social studies.
- Middle school social studies is designed to prepare students for required high school courses:
  - Grade 6: World History, Part 1
  - Grade 7: World History, Part 2
  - Grade 8: U.S. History, Part 1

# HISTORY OF LEARNING, 9-12

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- In order to graduate from HS in TN, students are required to have 3.5 credits of social studies:
  - U.S. History, Part 2
  - World History, Part 3
  - Economics
  - Government and Civics
  
- The US History course is a continuation of the middle school course and the world history course is the continuation of the 6/7 world history courses.

# **STRUCTURE OF STANDARDS**

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# Grade Band Endpoints

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## Elementary School

K-2: standards divided by content strands (i.e., Culture, Economics, Geography, Government and Civics, History) that provide students with background for future learning.

K-5: explicit and/or implicit connections to Tennessee history, including a stand-alone TN history course

K-5: standards focusing on geography that prepare students for future learning in both U.S. and World history

Grades 3-5: Specific content standards provided at a high level on U.S. History



## Middle School

Grade 6: World History and Geography (Early Civilizations through the Fall of the Western Roman Empire)

Grade 7: World History and Geography (The Middle Ages to the Exploration of the Americas)

Grade 8: U.S. History and Geography (Colonization of North America to Reconstruction)



## High School

World History and Geography : The Industrial Revolution to the Contemporary World

U.S. History and Geography: Post-Reconstruction to the Present

Government and Civics

Economics

*Note: These courses are graduation requirements in Tennessee*

# SOCIAL STUDIES PRACTICES

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- Tennessee's Social Studies Practices are based on the C3 Framework and will be taught in accordance with the grade-level specific standards. The Social Studies Practices:
  - are specific skills that students should apply when learning social studies.
  - increase in rigor as students get older.
  - allow students to create and address questions that will guide inquiry and critical thinking.
  - are practices that should be regularly applied throughout the year.
  - allow students to progress through the inquiry cycle by analyzing primary and secondary sources in order to construct and communicate their conceptual understanding of the content standards
  - allow students to develop historical and geographic awareness



# SOCIAL STUDIES PRACTICES (SSP)

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SSP.01	Gather information from a variety of sources, including...
SSP.02	Critically examine a primary or secondary source in order to...
SSP.03	Organize data from a variety of sources in order to...
SSP.04	Communicate ideas supported by evidence to:
SSP.05	Develop historical awareness by...
SSP.06	Develop geographic awareness by...

# CONTENT STRANDS

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- Content strands focus on the seven disciplines of social studies and represent a way of categorizing knowledge about the human experience and are found alongside the content standards and guide a teacher's instruction in the classroom.
- The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels.

# CONTENT STRANDS

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Content Strand Code	Content Strand Title	Content Strand Definition
C	Culture	Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.
E	Economics	Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.
G	Geography	Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.
H	History	Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world.
P	Politics/ Government	Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.
T	Tennessee	Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.
TCA	Tennessee Code Annotated	Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law).

# LEGISLATIVE REQUIREMENTS

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T.C.A. § 49-6-1028(e)1	The project-based civics assessment (once in grades 4-8 and once in grades 9-12)
T.C.A. § 49-6-408A	Students must participate in the United States citizenship and immigration test during their high school career.
T.C.A. § 49-6-1028	<p>Formation of the governments of the United States and Tennessee using federal and state foundational documents.</p> <p>The relevant subparts are:</p> <ul style="list-style-type: none"><li>(A) <i>The historical and present-day significance of the Declaration of Independence;</i></li><li>(B) <i>How the United States Constitution establishes the federal government and the characteristics of the republic created by it;</i></li><li>(C) <i>How the United States Constitution with the Bill of Rights and the Tennessee Constitution with the Declaration of Rights are applicable in today's society.</i></li><li>(D) <i>How the United States Constitution is changed and the changes that have been made to it since 1787;</i></li><li>(E) <i>Why Tennessee has had three (3) constitutions, the Constitutions of 1796, 1834, and 1870, and how changes have been made to the Tennessee Constitution of 1870; and</i></li><li>(F) <i>How other foundational documents of the United States and Tennessee aided in the formation of the federal and state governments.</i></li></ul>

# LEGISLATIVE REQUIREMENTS

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T.C.A. § 49-6-1015

(a) This section shall be known and may be cited as the "Senator Douglas Henry Tennessee History Act."

(b) The general assembly finds that:

(1) It is essential for all citizens to know and understand the unique heritage and history of the state of Tennessee;

(2) A clear and full understanding of Tennessee's history is fundamental to understanding Tennessee's place in the United States and the world; and

(3) Providing and promoting Tennessee history should be a core mission of our system of education.

(c) Beginning with the 2019-2020 school year, the state board of education shall require a course in Tennessee history for students.

# LEGISLATIVE REQUIREMENTS

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T.C.A. § 49-6-1203	Federal and state constitutions. <ul style="list-style-type: none"><li>• (b)(1) It is the duty of the state board of education and all local boards of education to cause to be taught in each public high school in this state the constitution of Tennessee.</li></ul>
T.C.A. § 49-6-1028 (b) (1)	Public school courses and content to educate children in the United States and Tennessee governments. <ul style="list-style-type: none"><li>• (b)(1) "...standards shall include the three (3) branches of government, the fundamental documents identified in §49-6-1011(a) that underpin our form of government, an understanding of how laws are enacted, and ways citizens shape and influence government and governmental actions."</li></ul>
T.C.A. § 49-6-1019	Prohibited Concepts Law
T.C.A. § 49-6-1202	Students are required to take US History in HS
T.C.A. § 49-6-1005	The inclusion of religion in textbooks, instructional materials, curriculum, or academic standards shall be for educational purposes only and shall not be used to proselytize or establish any religion or religious belief.

# LEGISLATIVE REQUIREMENTS

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T.C.A. § 49-6-1011	<p>Historical documents, writings and records--Use in classrooms--Censorship prohibited</p> <ul style="list-style-type: none"><li>● (a) No teacher or administrator in an LEA shall be prohibited from using or reading...<ul style="list-style-type: none"><li>○ (1) The national motto; (2) The national anthem; (3) The Pledge of Allegiance; (4) The Constitution of Tennessee; (5) The Declaration of Independence; (6) The writings, speeches, documents and proclamations of the founders or Presidents or the founders or governors of this state ; (7) Opinions of the United States and Tennessee supreme courts; (8) Acts of the United States congress and acts of the Tennessee general assembly; and (9) The United States Constitution</li></ul></li><li>● (e) Each student shall be taught the documents, writings or records set out in subsection (a)</li></ul>
T.C.A. § 49-6-1006	<ul style="list-style-type: none"><li>■ Per state law (T.C.A. § 49-6-1006) students are required to learn about African American history:<ul style="list-style-type: none"><li>– ...designed to educate children in black history and culture and the contribution of black people to the history and development of this country and of the world.</li><li>– ...including the history, heritage, culture, experience and ultimate destiny of all social, ethnic, gender and national groups and individuals, and that such are represented as interdependent, interactive and complementary.</li></ul></li></ul>

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# **THE REVISION PROCESS AND PROPOSED STANDARDS**

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# REVISION PROCESS

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We received almost 200,000 reviews during the first and second public feedback survey

# EDUCATOR ADVISORY TEAM (EAT)

- 21 Educators averaging 19 years of educational experience
- They include: Classroom Teachers, Content Leads, Department Chairs, District SS Leaders, SS Specialists, and College Professors
- 16 Local Education Agencies and 3 Institutions of Higher Ed represented
- Come from all three grand divisions of TN and represent Urban, Suburban, and Rural LEAs
- All K-8 grade levels and almost of HS courses represented

# SRC MEMBERS

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Lea Bartch – District Content Specialist

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Laurie Cardoza-Moore – Advocate, Tennessee Textbook Commission member

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Jeffrey A. Cobble - Lawyer

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Ashley Flood – District Content Specialist – Vice Chair

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Jennifer Hamblin – Former Cheatham School Board Member

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Chad Lewis - Principal

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Linda Moss Mines – Retired Teacher, Historian

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Stephen Powell - Educator

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Katherine Shultz – District Content Specialist - Chair

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Ray Smith - Historian

# K-2 STANDARDS

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- For grade K-2, the standards are arranged by content strands (i.e., themes), as opposed to later grades where the standards are arranged chronologically/thematically.
- For each of the content strands (e.g., C, G, P) students look first at their community (K), state (1), and then the national(2) view of that category.
- For K-2, the EAT vertically reviewed the standards to ensure that students were building on the previous years' work.

K.11	Give examples of the following concepts: authority, fairness, responsibility, and rules
1.16	Distinguish the differences between rules and laws, and give examples of each.
2.21	Recognize that our nation makes laws and that there are consequences for breaking them.

# GRADES 3-5

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- For Grades 3-5, the EAT was explicit in their use of geography. For instance, instead of students learning all 50 states at one time, students are asked to learn the location of the states in context of when those states are taught. For example:

3.10	Identify and locate on a map the 26 states east of the Mississippi River, including Louisiana.
4.02	Identify and locate on the map the 24 states west of the Mississippi River, including Alaska and Hawaii.

# GRADES 3-5

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	Current	EAT Revision	SRC Revision
Grade 3	Part 1: Geography Part 2: Early American and U.S. History	Part 1: Geography Part 2: TN History	U.S. History: Colonization to westward expansion and industrialization (pre-Civil War).
Grade 4	U.S. History (The War of Independence to The Civil War and Reconstruction)	U.S. History: (Colonization to Civil War and Reconstruction)	U.S. History: Events leading to the Civil War through Civil Rights movement.
Grade 5	Part 1: U.S. History (Industrialization to the Civil Rights Movement) Part 2: TN History	U.S. History: (Industrialization to Civil Rights Movement)	Part 1: TN History Part 2: Geography

# REVISIONS FOR GRADES 6 AND 7

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- Minor revisions, including:
  - Reorganization of standards.
  - Adding in standards for context.
  - Ensuring students are prepared for future learning (e.g., purposeful connections between the three World History levels AND U.S. History).

# REVISIONS FOR GRADE 8

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- Purposeful change in progression
- Purposeful change in standards about U.S. wars



# REVISIONS FOR 9-12

U.S. History	Added TN history content, changed the order of Post-World War II content for better flow.
World History	Changes to ensure all content is covered
Government and Civics	Added foundational material, included parallel SC decisions for student clarity
Economics	Combined redundant standards and clarified some vague economic concepts
Contemporary Issues	The course description and standards were updated to make it adaptable to changing times. Goal is to prepare students to effectively analyze media sources, participate in the civic process and engage in discourse using reasoning and logic.
Other Electives	Although there were edits to some of the electives (e.g., AAH, S, and P) they were not significant.

# NEXT STEPS

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- SBE First Reading: November 3, 2023
- SBE Final Reading: February 2023
- Textbook Approval Process: 2024-25
- District Textbook Adoption: 2025-26
- Implementation 2026-27