

This document includes the Tennessee Social Studies standards as drafted and finalized by the Standards Recommendation Committee on March 29, 2017.

This draft is NOT yet finalized nor approved for implementation.

Tennessee Social Studies Standards

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Tennessee Social Studies Standards

Introduction

The Process

The Tennessee State Social Studies Standards were reviewed and developed by Tennessee teachers for Tennessee students. The rigorous process used to develop the standards in this document began with a public review of the then-current standards during the spring of 2016. After receiving approximately 63,000 reviews and 14,000 comments, a committee comprised of 25 Tennessee social studies educators spanning elementary through higher education reviewed each standard. The committee considered every standard, utilizing the public feedback and the expertise of the group. The committee kept some standards as written, edited or revised others, added examples, clarified the wording of standards, moved standards to different grades, and wrote new standards to support coherence and rigor.

The revised standards were again posted online for public review during the fall of 2016. Nearly 54,000 reviews and 10,000 comments were submitted by Tennesseans in this additional review period. Following the second public review period, the standards were reviewed by the Social Studies Standards Recommendation Committee (SRC).

The 10-member SRC, appointed by the Governor, Lt. Governor, and Speaker of the House of Representatives, convened for 13 meetings and met for nearly 100 hours in-person to consider the revised standards. The SRC utilized the various forms of public feedback (e.g., website comments and data, roundtable sessions, higher education review) to guide their final recommendations for the draft standards. Based on the specific recommendations of the SRC, the standards then underwent one ultimate revision. The SRC approved this final standards draft at their March 29, 2017 meeting. These draft standards will go before the Tennessee Board of Education for first reading at their April 21, 2017 board meeting. The final reading and adoption is anticipated to occur at the Board's July 14, 2017 meeting. Once approved, the new social studies standards will be implemented in the 2019-20 school year.

Preparing Students for the Future

In order to become college and career ready, Tennessee students must have a strong background in the social studies. It is through social studies that students prepare for their futures by opening doors for a more diverse, competitive workforce, and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education.

Our current students are our future leaders, and as such they need to be able to understand the complexity of the world. Students should be aware of the changing cultural and physical environments of Tennessee, the United States, and the World; know and understand the past; read, write, and think deeply; and act in ways that promote the common good. Social studies offers the critical knowledge necessary to create a framework for understanding the systems of society and becoming college, career, and civic ready.

The Tennessee social studies standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at the end of each grade level. The diverse committee of educators involved in the review and development of the social studies standards came together from across the state of Tennessee and focused on ensuring that the standards are:

- ✓ Challenging, but age appropriate
- ✓ Attainable for teachers and students
- ✓ Clear and measurable
- ✓ Focused on key ideas with real world relevancy
- ✓ Able to connect to overarching themes that support social studies skills and thinking
- ✓ Comprehensive and have a clear progression from grade to grade

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How to Read the Standards

Each course/grade level contains a theme and broad topics, which are further clarified with content standards. The revised social studies standards are organized using the following components: **Course Title/Abbreviation, Course Description, Topic, Standard Number, Content Standard, and Content Strand** (see fig. 1).

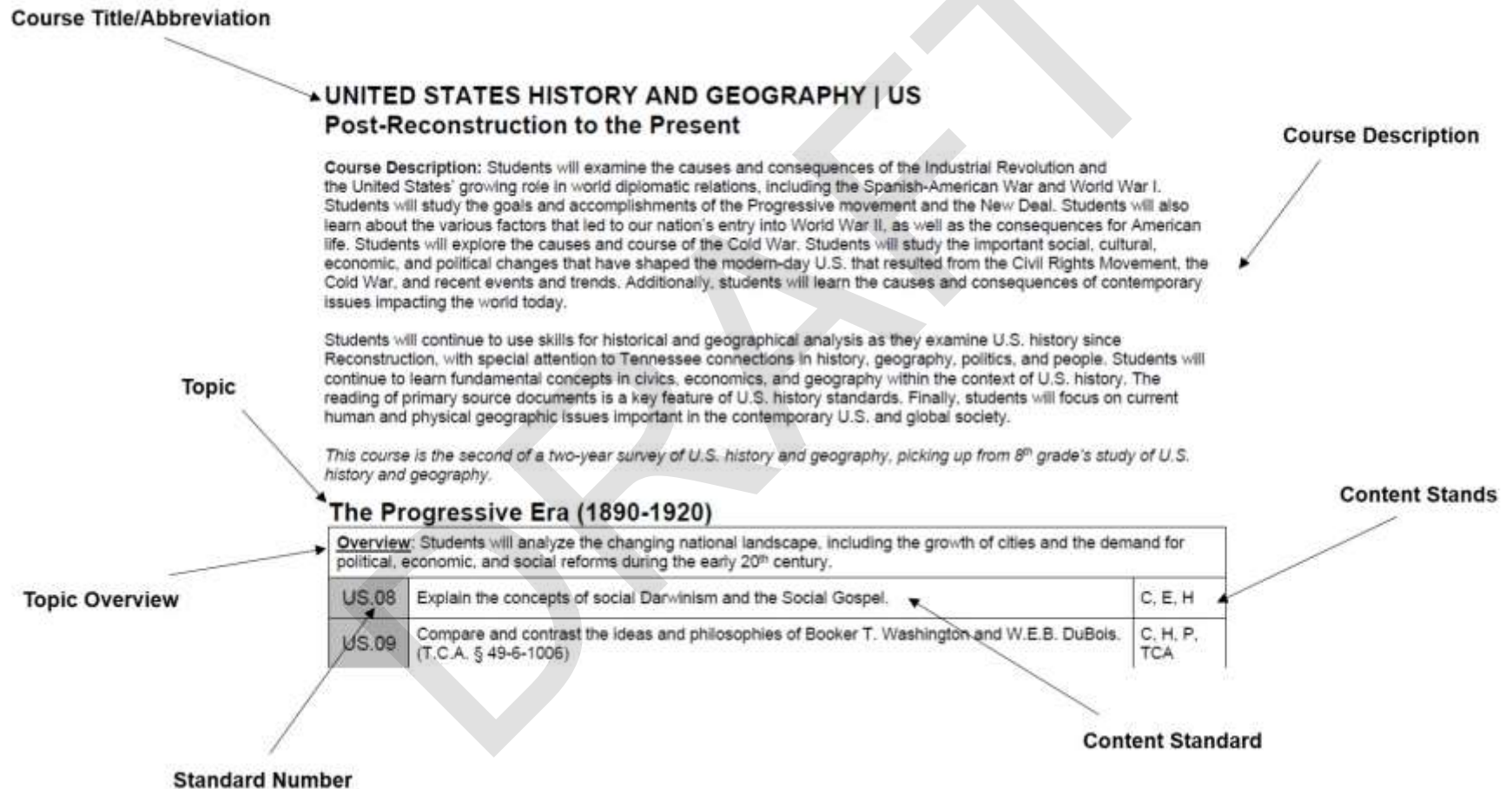


Figure 1

Course Title/Abbreviation: the grade level or course title along with a shortened corresponding letter or number.

Example: **United States History and Geography: Post-Reconstruction to the Present (US)**

Course Description: the focus for a particular grade/course, given through a descriptive narrative.

Example: (See Tables 1 and 2)

Topic: the overarching topics for a particular set of standards; can also be known as time period or era.

Example: **The Progressive Era (1890-1920)**

Topic Overview: a brief statement explaining each topic of a particular set of standards.

Example: **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: the course abbreviation and the corresponding number that accompanies each standard.

Example: **US.08**

Content Standard: the essential knowledge to be learned at each grade level or within each course.

Example: **Explain the concepts of Social Darwinism and Social Gospel.**

Content Strand: the seven disciplines within social studies: Culture (C), Economics (E), Geography (G), History (H), Politics/Government (P), Tennessee (T), and Tennessee Code Annotated (TCA). Tennessee (T) signifies a specific connection to Tennessee. Tennessee Code Annotated (TCA) indicates that the content of that standard is required by state law. Additionally, the applicable statute is cited within the standard.

Examples: **C, E, H**

Standards Progression and Course Descriptions

| Grade | Course Title | Course Description |
|-------|---|--|
| K | The World Around Us | Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies. |
| 1 | Tennessee's Place in the United States | First grade students will learn about Tennessee and its place in the United States through culture, economics, geography, government/civics, and history. |
| 2 | Life in the United States | Second grade students will learn about culture, government and civics, economics, geography, and history by studying their identity as American citizens and how our nation operates |
| 3 | Tennessee's Place in the World | Third grade students will learn geographical skills, world geography, U.S. and Tennessee geography, and Tennessee history. |
| 4 | The History of the United States: To 1850 | Fourth grade students will learn about the political, economic, and social development of the British colonies into the United States, the creation of a new government, and the growth of the new nation and republic. |
| 5 | The History of the United States: 1850 to the Cold War | Fifth grade students will learn about challenges facing the United States during the 19 th and 20 th centuries, with an emphasis on major American wars and events that changed our history. |
| 6 | World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire | Sixth grade students will explore the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire. |
| 7 | World History and Geography: The Middle Ages to the Exploration of the Americas | Seventh grade students will explore the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of China, Japan, West Africa, and Southwest Asia and Northern Africa. |
| 8 | United States History and Geography: Colonization of North America to Reconstruction | Eighth grade students will study the European settlement of North America to Reconstruction with an emphasis on the history, economics, culture, government, and geography of Tennessee, in order to illustrate the role our state has played in American history. |

Table 1

| Course Code | Course Title | Course Description |
|-------------|---|---|
| AAH | African American History | Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. |
| AH | Ancient History | Students will examine the major periods and civilizations of ancient history, from prehistoric times to 1500 CE. |
| CI | Contemporary Issues | Students will use inquiry skills to examine the issues that impact the contemporary world and engage in research and problem solving in order to better understand and assess significant current issues. |
| E | Economics* (1/2 credit) | Students will examine the allocation of scarce resources and the economic reasoning used by consumers, producers, savers, investors, workers, and voters and explore various economic concepts. |
| GC | United States Government and Civics* (1/2 credit) | Students will study the purposes, principles, and practices of American government as established by the Constitution. |
| P | Psychology | Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology through connections between content areas within psychology and relate psychological knowledge to everyday life. |
| S | Sociology | Students will explore the ways sociologists view society, and how they study the social world. |
| TN | Tennessee History | Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. |
| US | United States History and Geography: Post-Reconstruction to the Present* | Students will examine the Industrial Revolution, the Progressive Era, the United States' role in the Spanish-American War, World War I, and World War II, as well as the Cold War, Civil Rights Movement, and the contemporary U.S. |
| WG | World Geography | Students will examine geography in terms of the global perspectives, basic concepts and fundamental questions of geography, and where phenomena occur, and explore reasons why phenomena occur in those locations. |
| W | World History and Geography: The Industrial Revolution to the Contemporary World* | Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the contemporary world. |

Table 2

* denotes a course that is required for graduation

Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 3. *For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document. Please note that some grade levels/courses intentionally do not have content strands.*

| Content Stand 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 Legislature). |

Table 3

Social Studies Practices (SSP)

Social studies practices are specific skills that students should apply when learning social studies. Like the social studies standards, the social studies skills practices increase in rigor as students get older. Students should apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year and are not written as stand-alone standards. Students will progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.1-SSP.4) and to develop historical and geographic awareness (SSP.5- SSP.6). The social studies practices are listed in Table 4.

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| | K-2 | 3-5 | 6-8 | HS |
|--------|---|--|--|--|
| SSP.01 | <p>Gather information from a variety of sources, including:</p> <ul style="list-style-type: none"> ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources | <p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials ● Graphic representations ● Field observations/Landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author's purpose and point of view | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and reliability | <p>Critically examine a primary or source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and bias ● Assess the strengths and limitations of arguments | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |

Table 4

| | K-2 | 3-5 | 6-8 | HS |
|---------------|---|--|--|--|
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation | <p>Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> • Recognize differences among multiple accounts • Establish validity by comparing and contrasting multiple sources • Frame appropriate questions for further investigation | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation |
| SSP.04 | <p>Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of ideas • Compare and contrast viewpoints • Predict outcomes • Illustrate cause and effect | <p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions | <p>Construct and communicate arguments by citing supporting evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions | <p>Construct and communicate arguments by citing supporting evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions |

Table 4 (cont'd)

| | K-2 | 3-5 | 6-8 | HS |
|--------|---|---|--|--|
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> • Sequencing past, present, and future in chronological order • Understanding that things change over time | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> • Recognizing how and why historical accounts change over time • Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness • Identifying patterns of continuity and change over time, making connections to the present | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> • Recognizing how and why historical accounts change over time • Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness • Evaluating how unique circumstances of time and place create context and contribute to action and reaction • Identifying patterns of continuity and change over time, making connections to the present | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> • Recognizing how and why historical accounts change over time • Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness • Evaluating how unique circumstances of time and place create context and contribute to action and reaction • Identifying patterns of continuity and change over time, making connections to the present |

Table 4 (cont'd)

| | K-2 | 3-5 | 6-8 | HS |
|--------|--|---|---|--|
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> • Identifying geographic symbols on maps and globes • Understanding relationships between people, places, and resources | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> • Determining relationships among people, resources, and ideas based on geographic location • Determining the use of diverse types of maps based on the purpose • Analyzing the spatial relationships between people, circumstances, and resources • Analyzing interaction between humans and the physical environment • Examining how geographic regions and perceptions of the regions change over time | <p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> • Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales • Determining the use of diverse types of maps based on their origin, structure, context, and validity • Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships • Analyzing interaction between humans and the physical environment • Examining how geographic regions and perceptions of regions are fluid across time and space. | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> • Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity • Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales • Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena • Examining how geographers use regions and how perceptions of regions are fluid across time and space. • Analyzing interaction between humans and the physical environment |

Table 4 (cont'd)

Standards vs. Curriculum

It should be noted that the standards are what students should know, understand, and be able to do by the end of a grade level or course; but, the standards do not dictate how a teacher should teach them. In other words, the standards do not dictate curriculum. For example, students should be able to “Describe the significance of the Gettysburg Address” according to standard 5.13, but it is up to the local district, school, and teachers to determine how to teach that standard. This includes determining appropriate instructional methods and resources.

Social Studies Literacy

Literacy is the ability to read, write, listen, and speak to make sense of text. Literacy in social studies includes: a student’s knowledge of the world; a student’s ability to understand and express historical ideas; and a student’s use of critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways in the social studies classroom. Literacy is a key focus of the social studies practices and should be integrated throughout all coursework. Social Studies content mastery includes conducting short, as well as sustained, investigative research to generate and answer questions or solve problems. It also involves synthesizing multiple sources on a subject to construct and communicate an understanding of the subject under investigation. Students should be reading and writing frequently in the classroom to make historical arguments and conclusions, while supporting their claims with evidence. A student’s ability to read and interpret multiple texts is essential to teaching him or her how to make evidence-based historical arguments.

Shifts from the Old Standards

- **Formatting:** In the previous social studies standards, the standards were arranged vertically. The new standards are arranged horizontally for readability.
- **Primary sources:** In the previous social studies standards, primary sources were included throughout the standards as documents “to read” or “to consider”. In the new standards, primary source documents are instead included and referenced within specific standards. For example, the documents in Table 5 are still specifically listed in the standards (*note: this list is not inclusive*):

| Standard | Primary Source Document |
|------------|--|
| 4.18, 4.19 | Declaration of Independence |
| 5.11 | Emancipation Proclamation |
| 6.11 | The <i>Epic of Gilgamesh</i> |
| 7.43 | Renaissance Art |
| 8.14 | "Join or Die" cartoon |
| US.54 | The <i>Fred Korematsu v. United States of America</i> decision |

Table 5

Within the standards, you will find examples to aid in the teaching of specific standards. These examples are written in a variety of ways and should be interpreted based on the following explanations in Table 6 (below):

| Term | Definition | Example | Interpretation |
|-------------|--|---|---|
| i.e. | “that is” or “in other words”; specific examples that should be used | WG.10 Describe the importance of geospatial technologies (i.e. , GIS, GPS, remote sensing), and apply them in relevant contexts. | The geospatial technologies that students should apply to relevant contexts are GIS, GPS, and remote sensing. |
| e.g. | “for example”; examples that could be used, but are not limited to | AH.05 On a map, locate early civilizations (e.g. , China, Egypt, Indus River Valley, and Mesopotamia), and explain why early civilizations arose in those places. | When locating early civilizations on a map, students should locate Mesopotamia, Egypt, China, and the Indus River Valley AND any other location(s) that the teacher deems important. |
| “such as” | Introduces an example or examples of something mentioned | 7.23 Analyze the growth of Ghana, Mali, and Songhai kingdoms, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. | Students should use Timbuktu and Djenne as examples or as an introduction. |
| “including” | Used to say that a person or thing is part of a particular group | 3.19 Analyze how people interact with their environment to satisfy basic needs and wants, including : housing, industry, transportation, and communication. | Students should identify what is needed for people to satisfy their basic needs in their environment (housing, industry, transportation, and communication). |
| “examples” | Context may be to “provide”, “describe”, etc.; it allows teachers and students to select their own examples to apply to the standard | E.40 Define externalities, and identify examples of them. | This is dependent on curriculum; but, a student could note that increased levels of education lead to a lower unemployment rate. |

Table 6

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KINDERGARTEN SOCIAL STUDIES | K

The World Around Us

Course Description: Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies. Five disciplines of social studies will be addressed: culture, economics, geography, government and civics, and history.

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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.

Grades K-2 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
|--------|--|
| SSP.01 | <p>Gather information from a variety of sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author’s purpose and point of view |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of ideas ● Compare and contrast viewpoints ● Predict outcomes ● Illustrate cause and effect |

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.

| | |
|--------|--|
| SSP.05 | Develop historical awareness by: <ul style="list-style-type: none">• Sequencing past, present, and future in chronological order• Understanding that things change over time |
| SSP.06 | Develop geographic awareness by: <ul style="list-style-type: none">• Identifying geographic symbols on maps and globes• Understanding relationships between people, places, and resources |

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Culture

Overview: Students will explore different traditions, customs, and cultures within their families, schools, and communities.

K.01 Describe familiar people, places, things, and events within a student's home, school, and community.

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

Economics

Overview: Students will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities and the advantages of saving money.

K.03 Distinguish between wants and needs.

K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.

K.05 Explain the benefits of saving money.

K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.

K.07 Give examples of how people use money to make purchases.

Geography

Overview: Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.

| | |
|------|---|
| K.08 | Use personal directions such as: up, down, near, far, left, right, in front of, and behind. |
| K.09 | Explain what a map and globe represent. |
| K.10 | Recall the student's and/or school's street address, city/town, and state. |

Government and Civics

Overview: Students will learn the foundations of good citizenship, including: civic responsibilities and patriotism through the rules by which they live, the authority figures within their community and the United States, and national symbols.

| | |
|------|--|
| K.11 | Give examples of the following concepts: authority, fairness, responsibility, and rules. |
| K.12 | Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance. |
| K.13 | Recognize and name the current President of the U.S. |
| K.14 | Explain that the President is the leader of the U.S. |
| K.15 | Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers. |
| K.16 | Explain the purpose of rules and laws. |

History

| | |
|---|--|
| Overview: Students will understand the chronological organization of history and the importance of holidays. | |
| K.17 | <p>Use correct words and phrases related to chronology and time, including:</p> <ul style="list-style-type: none"> • Now • Long ago • Before • After • Morning • Afternoon • Night • Today • Tomorrow • Yesterday • Last • Next • Week • Month • Year |
| K.18 | Identify days of the week and months of the year. |
| K.19 | Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events. |
| K.20 | <p>Identify and discuss the following holidays, and analyze why we celebrate them:</p> <ul style="list-style-type: none"> • Martin Luther King, Jr. Day • Presidents' Day • Independence Day • Thanksgiving • Veterans Day |

FIRST GRADE SOCIAL STUDIES | 1

Tennessee's Place in the United States

Course Description: First grade students will continue their study of social studies by learning about Tennessee's place in the United States through culture, economics, geography, government and civics, and history

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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.

Grades K-2 Social Studies Practices

| | |
|--|--|
| <p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p> | |
| SSP.01 | <p>Gather information from a variety of sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author’s purpose and point of view |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of ideas ● Compare and contrast viewpoints ● Predict outcomes ● Illustrate cause and effect |

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| SSP.05 | Develop historical awareness by: <ul style="list-style-type: none">• Sequencing past, present, and future in chronological order• Understanding that things change over time |
| SSP.06 | Develop geographic awareness by: <ul style="list-style-type: none">• Identifying geographic symbols on maps and globes• Understanding relationships between people, places, and resources |

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Culture

Overview: Students will discuss cultures within their community and state and how individuals, families, and communities live and work together.

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| 1.01 | Describe the cultural aspects of a place, including a student's community and state. |
| 1.02 | Define multiculturalism as many different cultures living within a community and state. |
| 1.03 | Compare and contrast family traditions and customs among different cultures within a student's community and state. |

Economics

Overview: Students will learn about goods and services, wants and needs, major products and industries found in Tennessee, and factors that influence people to save money.

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| 1.04 | Give examples of products (goods) that people buy and use. |
| 1.05 | Give examples of services (producers) that people provide. |
| 1.06 | Distinguish how people are consumers and producers of goods and services. |
| 1.07 | Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism). |
| 1.08 | Determine the difference between basic wants and needs, and provide examples of each. |
| 1.09 | Assess factors that could influence a person to use or save money. |

Geography

Overview: Students will build on previously learned geographic skills and concepts to learn basic map reading, including identifying political and geographical features in Tennessee and the United States.

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| 1.10 | Recognize basic map symbols, including: cities, land, roads, and water. |
| 1.11 | Locate Tennessee, Nashville, and Washington, D.C. on a U.S. map. |
| 1.12 | Use cardinal directions on a map. |
| 1.13 | Distinguish the difference between a lake, mountain, ocean, and river. |
| 1.14 | Identify the three grand divisions of Tennessee on a map. |

Government and Civics

Overview: Students will continue to develop their citizenship skills by expanding their studies from a personal level to a local, state, and national level, including an understanding of the function of government and patriotic symbols.

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| 1.15 | Identify the Governor and the President, and explain their roles. |
| 1.16 | Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both. |
| 1.17 | Distinguish the differences between rules and laws, and give examples of each. |
| 1.18 | Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc. |
| 1.19 | Explain that voting is a way of making choices and decisions. |
| 1.20 | Recognize that a mayor is a leader of a town/city and explain his/her role. |
| 1.21 | Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname. |

History

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| Overview: Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays. | |
| 1.22 | Arrange the events from a student's life in chronological order. |
| 1.23 | Use correct words and phrases related to chronology and time, including: past, present, and future. |
| 1.24 | Interpret information from simple timelines. |
| 1.25 | Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing. |
| 1.26 | Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: <ul style="list-style-type: none">• Martin Luther King, Jr. Day• Presidents' Day• Memorial Day• Independence Day• Columbus Day• Veterans' Day• Thanksgiving Day |

SECOND GRADE SOCIAL STUDIES | 2

Life in the United States

Course Description: Second grade students will learn about culture, economics, geography, government and civics, and history by studying their identity as United States citizens and how our nation operates.

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C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Grades K-2 Social Studies Practices

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| <p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p> | |
| SSP.01 | <p>Gather information from a variety of sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author’s purpose and point of view |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of ideas ● Compare and contrast viewpoints ● Predict outcomes ● Illustrate cause and effect |

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| SSP.05 | Develop historical awareness by: <ul style="list-style-type: none">• Sequencing past, present, and future in chronological order• Understanding that things change over time |
| SSP.06 | Develop geographic awareness by: <ul style="list-style-type: none">• Identifying geographic symbols on maps and globes• Understanding relationships between people, places, and resources |

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Culture

Overview: Students will explore how collaboration and respect for others is necessary to achieve and maintain a functioning society.

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| 2.01 | Identify various cultural groups within the U.S. and the community. |
| 2.02 | Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. |
| 2.03 | Distinguish how people from various cultures in the community and nation share principles, goals, and traditions. |

Economics

Overview: Students will analyze the U.S. in economic terms, including: producers and consumers, supply and demand, imports and exports, and why budgets are important.

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| 2.04 | Examine different types of producers and consumers in the U.S. |
| 2.05 | Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc. |
| 2.06 | Analyze how supply and demand influence production. |
| 2.07 | Differentiate between imports and exports. |
| 2.08 | Evaluate how imports and exports help to meet the needs of people in the U.S. |
| 2.09 | Explain why and how producers advertise to sell a product or service. |
| 2.10 | Describe the purpose of a budget. |

Geography

Overview: Students will examine the geography of the U.S. in relation to the Earth, continue to learn that maps communicate useful information, and explore how the availability of resources affects the way people live.

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| 2.11 | Compare how maps and globes depict geographical information in different ways. |
| 2.12 | Identify and locate the four hemispheres (i.e., Northern, Southern, Eastern, and Western), equator, prime meridian, North and South Poles, and the seven continents. |
| 2.13 | Recognize that the U.S. is part of the North American continent, and identify the U.S land/water borders of Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico. |
| 2.14 | Recognize the difference between physical and political maps. |
| 2.15 | Use legends and cardinal directions to determine locations on physical and political maps. |
| 2.16 | <p>Compare physical features of the earth, including:</p> <ul style="list-style-type: none"> • Island • Lake • Mountain • Ocean • Peninsula • Plain • Plateau • River • Valley |
| 2.17 | Compare and contrast regions of the U.S. (i.e., Southeast, Northeast, Great Plains, Southwest, Rocky Mountain, and Pacific Northwest) in terms of climate, physical features, and population. |
| 2.18 | Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation. |

Government and Civics

Overview: Students will explore the concept of democracy by learning about rules, authority, and national symbols in order to develop an understanding of the role of citizens and the U.S. government.

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| 2.19 | Recall the origins, meaning, and lyrics of the “Star Spangled Banner”. |
| 2.20 | Identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and the bald eagle. |
| 2.21 | Recognize that the U.S. has a constitution, which is the basis for our nation’s laws. |
| 2.22 | Recognize that Tennessee has a constitution, which is the basis for our state’s laws. |
| 2.23 | Describe the three branches of U.S. government and the basic role of each. |
| 2.24 | Recognize that our nation makes laws and that there are consequences for breaking them. |
| 2.25 | Identify the rights and responsibilities of citizens of the U.S. |
| 2.26 | Understand that there are laws written to protect citizens’ right to vote. |
| 2.27 | Compare the ways one becomes a citizen (i.e., by birth or naturalization). |
| 2.28 | Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others. |

History

Overview: Students will analyze significant individuals and observances, utilize chronological sequences, and explore primary and secondary texts.

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| 2.29 | Examine the significant contributions made by people of the U.S., including: <ul style="list-style-type: none">• Neil Armstrong• David Crockett• Benjamin Franklin• Martin Luther King, Jr.• Rosa Parks• Jackie Robinson• Wilma Rudolph• Sequoyah• George Washington |
| 2.30 | Describe periods of time in terms of: <ul style="list-style-type: none">• Days• Weeks• Months• Years• Decades• Centuries |
| 2.31 | Analyze and interpret events placed chronologically on a timeline. |
| 2.32 | Contrast primary and secondary sources. |

THIRD GRADE SOCIAL STUDIES | 3

Tennessee's Place in the World

Course Description: Third grade students will learn about geography, world geography, United States geography, Tennessee geography, and Tennessee history. Students will develop skills across the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. In addition, students will examine the history of Tennessee and compare Tennessee geographically to the U.S. and the world. Students will learn the role of government leaders in our daily lives and the basic structures of state government. Students will use the Social Studies Practices in coordination with the content standards to evaluate evidence, develop comparative and causal analyses, and interpret primary sources and informational texts in order to construct sound historical arguments and perspectives on which informed decisions can be based.

Grades 3-5 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identify patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location (local, national, global) ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time |

Geography: Maps and Globes

Overview: Students will develop an understanding of map reading, including learning geographic terms that illustrate physical and political features on maps and globes.

The geography content standards have been structured to be taught as an independent unit.

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| 3.01 | Analyze maps and globes using common terms, including: <ul style="list-style-type: none"> • Country • Equator • Hemisphere • Latitude • Longitude • North Pole • Prime meridian • Region • South Pole • Time zones | G |
| 3.02 | Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S. | G, T |
| 3.03 | Examine major physical features on globes and maps, including: <ul style="list-style-type: none"> <li style="width: 25%;">• Basin <li style="width: 25%;">• Desert <li style="width: 25%;">• Ocean <li style="width: 25%;">• Sea <li style="width: 25%;">• Bay <li style="width: 25%;">• Gulf <li style="width: 25%;">• Peninsula <li style="width: 25%;">• Strait <li style="width: 25%;">• Canal <li style="width: 25%;">• Island <li style="width: 25%;">• Plain <li style="width: 25%;">• Stream <li style="width: 25%;">• Canyon <li style="width: 25%;">• Isthmus <li style="width: 25%;">• Plateau <li style="width: 25%;">• Valley <li style="width: 25%;">• Delta <li style="width: 25%;">• Mountain <li style="width: 25%;">• River | G |
| 3.04 | Examine major political features on globes and maps, including: boundaries, cities, highways, roads, and railroads. | G |
| 3.05 | Use different types of maps (e.g., political, physical, population, resource, and climate) to interpret geographic information from a graph or chart. | G |

World Geography

Overview: Students will utilize their geographic content knowledge to study physical and political world geography.

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| 3.06 | <p>Locate the major continents and oceans using maps and globes:</p> <ul style="list-style-type: none"> • Africa • Antarctica • Asia • Australia • Europe • North America • South America • Atlantic Ocean • Arctic Ocean • Indian Ocean • Pacific Ocean • Southern Ocean | G |
| 3.07 | <p>On a map, identify major countries, including:</p> <ul style="list-style-type: none"> • Brazil • China • Egypt • France • Great Britain • India • Italy • Japan • Russia • Spain | G |
| 3.08 | <p>Identify major physical features of the world, including:</p> <ul style="list-style-type: none"> • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts— Gobi, Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls | G |

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United States and Tennessee Geography

Overview: Students will utilize their geographic content knowledge to study physical and political geography of the United States and Tennessee.

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| 3.09 | Identify and locate the fifty states of the U.S. | G, T |
| 3.10 | On a map, identify major cities in the U.S., including: <ul style="list-style-type: none"> • Chicago • Los Angeles • Miami • Nashville • New York City • Seattle • Washington, D.C. | G, T |
| 3.11 | Identify major physical features of the U.S., including: <ul style="list-style-type: none"> • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains | G, T |
| 3.12 | Explain how the western boundary of Tennessee was expanded with the Chickasaw Purchase of 1818 (i.e., Jackson Purchase). | G, H, T |
| 3.13 | Locate the following cities and physical features in Tennessee: <ul style="list-style-type: none"> • Cities: Chattanooga, Knoxville, Memphis, and Nashville • Rivers: Cumberland, Mississippi, and Tennessee • Mountain Range: Great Smoky Mountains | G, T |

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Economics and Government

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| Overview: Students will learn about major economic and political terms in relation to Tennessee. | | |
| 3.14 | Compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product. | E, G, T |
| 3.15 | Compare and contrast the major industries of the three grand divisions of Tennessee and how they impact the economy of each region, including: agriculture, manufacturing, and tourism. | C, E, G, T |
| 3.16 | Interpret a chart, graph, or resource map of major imports and exports in Tennessee. | E, G, T |
| 3.17 | Describe how scarcity, supply, and demand affect the prices of products. | E, T |
| 3.18 | Compare and contrast how goods and services are exchanged on local and regional levels. | E, G, T |
| 3.19 | Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication. | C, E, G, T |
| 3.20 | <p>Explain how geographic challenges are met with:</p> <ul style="list-style-type: none"> • Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills • Tunnels | C, E, G, H |
| 3.21 | Examine the significance of Tennessee symbols, including: state flag, state tree, state flower, state bird, state nickname, and state songs (e.g., "Tennessee Waltz" and "Rocky Top"). | C, G, H, P, T |
| 3.22 | Identify current leaders and their responsibilities within Tennessee, including mayor and governor. | P, T |
| 3.23 | Describe the structure of Tennessee's government, including the role of each of the three branches. | P, T |

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Tennessee History: Indigenous Peoples and European Explorers

Overview: Students will describe the legacy and cultures of major indigenous settlements of Tennessee, trace the routes of early explorers, and describe the impact of explorations on the Americas and Tennessee.

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| 3.24 | Describe how the name “Tennessee” originated from the Yuchi word Tana-tsee, referring to where the rivers come together. | C, G, H, T |
| 3.25 | Explain how the first people arrived to the Americas. | C, G, H, T |
| 3.26 | Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village). | C, G, H, T |
| 3.27 | Locate the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions. | C, E, G, H, T |
| 3.28 | Describe the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. | C, E, G, H, P, T |
| 3.29 | Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade. | C, E, G, H, T |

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Tennessee History: Early Settlements

Overview: Students will describe the early settlements of Tennessee, reasons for settlers moving westward, and their impact on American Indians.

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| 3.30 | Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains, as well as their connection to the Wilderness Road and the Cumberland Gap. | C, E, G, T |
| 3.31 | Describe life on the Tennessee frontier and reasons why settlers moved west. | C, E, G, H, P, T |
| 3.32 | Examine the fluctuating relationship between the American Indians and the settlers. | C, E, G, H, P, T |
| 3.33 | Explain the significance of the Watauga Settlement on Tennessee History, including the following: Watauga Compact, Nancy Ward, and John Sevier. | E, G, H, P, T |
| 3.34 | Locate the Cumberland Settlement on a map, and discuss the obstacles of its establishment. | E, G, H, P, T |

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FOURTH GRADE SOCIAL STUDIES | 4

The History of the United States to 1850

Course Description: Fourth grade students will learn about the political, economic, and social development of the Thirteen British colonies in the 17th and 18th centuries. Students will also study the early development of democratic institutions, including the ideas and events that led to the independence of the Thirteen British Colonies and the formation of a national government under the Constitution. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of the beginnings of the United States.

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Grades 3-5 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
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| SSP.01 | <p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identify patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location (local, national, global) ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time |

Settling the Thirteen Colonies (1585-1700s)

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| Overview: Students will describe the founding of the Thirteen British Colonies, the cooperation and conflict that existed between American Indians and colonists, and the evolution of the Colonial Era. | | |
| 4.01 | Describe the failure of the lost colony of Roanoke, and evaluate the theories associated with it. | C, G, H |
| 4.02 | Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S. | C, E, G, H, P |
| 4.03 | Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country. | C, E, G, H, P |
| 4.04 | Describe the conflicts between American Indian nations, including the competing claims for the control of land. | E, G, H, P, T |
| 4.05 | Describe the early competition between European nations for control of North America, and identify the colonization efforts of the British, French, and Spanish. | E, G, H, P |
| 4.06 | Compare and contrast the differing views of American Indians and colonists on ownership or use of land. | C, E, G, H, P |
| 4.07 | Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. | C, E, H, P |
| 4.08 | Locate the Thirteen Colonies, and examine how their regional (i.e., New England, Middle, and Southern) geographic features influenced their development. | G, H |
| 4.09 | Identify representative assemblies and town meetings as early democratic practices during the colonial period. | H, P |
| 4.10 | Describe the major religious tenets of the earliest colonies, including Puritanism in Massachusetts, Quakerism in Pennsylvania, and Catholicism in Maryland. | C, H |
| 4.11 | Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural interchanges. | C, E, G, H, P, T |
| 4.12 | Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization. | C, G, H, P |

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The War for Independence (1750s-1789)

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| Overview: Students will explain the causes, course, and key figures of the American Revolution. | | |
| 4.13 | Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “ <i>Join or Die</i> ” political cartoon. | C, H, P |
| 4.14 | Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it. | C, G, H, P, T |
| 4.15 | Evaluate how political, religious, and economic ideas and interests brought about the American Revolution, including: <ul style="list-style-type: none"> • Resistance to imperial policy (Proclamation of 1763) • Stamp Act • Townshend Acts • Taxes on tea • “Taxation without Representation” • Coercive Acts/Intolerable Acts • The role of Patrick Henry | C, E, H, P |
| 4.16 | Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts. | C, E, H, P |
| 4.17 | Describe the significance of the First and Second Continental Congresses and the Committees of Correspondence. | H, P |
| 4.18 | Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028) | H, P, TCA |
| 4.19 | Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians. | C, E, H, P |
| 4.20 | Determine the importance of the following groups to the American Revolution: <ul style="list-style-type: none"> • Loyalists (Tories) • Minutemen • Overmountain Men • Patriots • Redcoats • Sons of Liberty | C, G, H, P, T |

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.

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| 4.21 | <p>Examine major events and battles of the American Revolution, including:</p> <ul style="list-style-type: none"> • Midnight Ride of Paul Revere • Battles of Lexington and Concord • Battle of Bunker (Breed's) Hill • Battle of Saratoga • Battle of King's Mountain • Valley Forge • Battle of Yorktown | G, H, T |
| 4.22 | <p>Evaluate the contributions made by women during the American Revolution, including:</p> <ul style="list-style-type: none"> • Abigail Adams • Mary Ludwig Hays (Molly Pitcher) • Betsy Ross • Phillis Wheatley | C, E, H |

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Creating a New Government (1781-1789)

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| <p>Overview: Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution. Students will also learn about Tennessee’s first attempts at becoming a state.</p> | | |
| 4.23 | Analyze the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays’ Rebellion. | E, H, P |
| 4.24 | Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure. | G, H, P, T |
| 4.25 | Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including: <ul style="list-style-type: none"> • Distribution of power between the states and federal government • Great Compromise • Slavery and the Three-Fifths Compromise | C, E, G, H, P |
| 4.26 | Describe the conflict between the Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. | H, P |
| 4.27 | Describe the principles embedded in the Constitution, including: <ul style="list-style-type: none"> • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment) | P |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Building the New Nation (1790-1830)

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| <p>Overview: Students will explore the development of our federal government, the founding of the state of Tennessee, the exploration of the West, the impact of expansion on American Indians, and the contributions of key people during this era.</p> | | |
| 4.28 | Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government. | H, P |
| 4.29 | Explain the purpose of creating the federal district of Washington, D.C. | G, H, P |
| 4.30 | 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. | G, H, P, T |
| 4.31 | Describe the steps that territories took to become states (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-6-1028) | G, H, P, T, TCA |
| 4.32 | Recognize the year Tennessee became a state, its first governor, and the original capital. | G, H, P, T |
| 4.33 | Describe and map the events, struggles, and successes of the purchase and exploration of the Louisiana Territory, including the significance of: Meriwether Lewis, William Clark, and Sacagawea. | C, G, H, P |
| 4.34 | <p>Identify major causes and events of the War of 1812, and examine the contributions of key people during the war, including:</p> <ul style="list-style-type: none"> • Trade restrictions • Impressment • Battle of Horseshoe Bend • Battle of New Orleans • Burning of Washington, D.C. • Francis Scott Key • Andrew Jackson | E, G, H, P, T |
| 4.35 | Describe the contributions of Sequoyah. | C, H, T |
| 4.36 | Describe the major events during the presidency of Andrew Jackson, including the Indian Removal Act and preserving the union. | C, E, G, H, P, T |

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The Growth of the Republic (1800-1850)

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| Overview: Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion. | | |
| 4.37 | Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map their movement west, including: the Treaty of New Echota, John Ross, and the Trail of Tears. | C, G, H, P, T |
| 4.38 | Analyze the American Industrial Revolution and its impact on Tennessee, including the significance of: <ul style="list-style-type: none"> • Watermills (influence of geography) • Robert Fulton (steamboats) • Samuel Slater (factory system) • Eli Whitney (cotton gin) | C, E, G, H, T |
| 4.39 | Explain the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West. | C, E, G, H, T |
| 4.40 | Compare and contrast the characteristics of slave life on plantations with those on other farms and in cities across the south. | C, E, G, P, T |
| 4.41 | Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and the influence of the geography of the land. | C, E, G, H, T |
| 4.42 | Explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. | C, G, H, P, T |
| 4.43 | Examine President James K. Polk's role in Manifest Destiny. | G, H, P, T |
| 4.44 | Explain the causes and consequences of the Mexican-American War, including the roles of President James K. Polk and General Zachary Taylor. | G, H, P, T |
| 4.45 | Examine the impact of the California Gold Rush on westward expansion. | C, E, G, H |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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FIFTH GRADE SOCIAL STUDIES | 5

The History of the United States: 1850 to the Cold War

Course Description: Fifth grade students will learn about challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. Students will explore the Civil War and its effect on the U.S., describe the key events and accomplishments of the Civil Rights Movement in the U.S., and detail the nation's growing role in world affairs, from World War I to modern-day. In addition, they will analyze structures of power and authority. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the U.S.

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Grades 3-5 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability |
| SSP.03 | <p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identify patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location (local, national, global) ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time |

The United States before the Civil War (1820s-1861)

Overview: Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, the geographic differences of the states, and Tennessee’s decision to secede.

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| 5.01 | <p>Analyze the sectional differences between the North and the Antebellum South, including:</p> <ul style="list-style-type: none"> • Economic • Political • Population • Social • Transportation | C, E, G, H, P, T |
| 5.02 | <p>Identify abolitionist leaders and their approaches to ending slavery, including:</p> <ul style="list-style-type: none"> • Frederick Douglass • William Lloyd Garrison • Angelina and Sarah Grimke • Sojourner Truth • Harriet Tubman | C, H, P |
| 5.03 | <p>Explain how slavery became a national issue during the mid-19th century, including the significance of:</p> <ul style="list-style-type: none"> • Missouri Compromise • Compromise of 1850 • <i>Uncle Tom’s Cabin</i> • Kansas-Nebraska Act • Preston Brooks’ attack on Charles Sumner • <i>Dred Scott v. Sandford</i> decision • John Brown’s Raid (on Harper’s Ferry) | C, E, G, H, P |
| 5.04 | <p>Compare and contrast the various sectional stances on states’ rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.</p> | G, H, P, T |
| 5.05 | <p>Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.</p> | G, H, P, T |
| 5.06 | <p>Explain the regional differences in Tennessee on the issue of secession.</p> | E, G, H, P, T |

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The Civil War and Reconstruction (1861-1870s)

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| Overview: Students will understand the causes and course of the Civil War, the successes and failures of Reconstruction, and Tennessee’s involvement in both the Civil War and Reconstruction. | | |
| 5.07 | Explain the efforts of both the Union and the Confederacy to secure the border states for their causes. | G, H, P |
| 5.08 | Explain how the Union’s Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole. | G, H, P |
| 5.09 | Examine the significance and outcomes of key battles and events of the Civil War, including: <ul style="list-style-type: none"> • Fort Sumter • First Battle of Bull Run • Battle of Fort Donelson • Battle of Shiloh • Battle of Gettysburg • Surrender at Appomattox Court House | G, H, T |
| 5.10 | Explain the roles of major leaders during the Civil War, including: <ul style="list-style-type: none"> • Jefferson Davis • Ulysses S. Grant • Robert E. Lee • Abraham Lincoln | C, H, P |
| 5.11 | Explain the purpose of the Emancipation Proclamation, and analyze its impact on the country. | C, G, H, P |
| 5.12 | Explain the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix. | C, H |
| 5.13 | Describe the significance of the Gettysburg Address. | C, H, P |
| 5.14 | Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S. | C, E, G, H, P, T |
| 5.15 | Describe the impact of the assassination of President Abraham Lincoln on the nation. | C, H, P |

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| 5.16 | Examine the efforts of the 13 th , 14 th , and 15 th Amendments, Freedmen’s Bureau, and institutions such as Fisk University in helping former slaves begin a new life. | C, E, H, P, T |
| 5.17 | Describe the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress. | E, G, H, P |
| 5.18 | Explain why the Radical Republicans turned to military Reconstruction and the impact of the decision on the rise of the Ku Klux Klan, black codes, and vigilante justice. | C, H, P, T |
| 5.19 | Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028) | C, H, P, T, TCA |
| 5.20 | Summarize the impact of the Compromise of 1877 on the U.S. | C, E, G, H, P |
| 5.21 | Examine how the yellow fever epidemic of the 1870s impacted west Tennessee. | C, G, H, P, T |
| 5.22 | Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. | H, P, T |

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Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)

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| Overview: Students will explain the key shifts in the U.S. during the late 19 th and early 20 th centuries, including immigration, industrialization, the nation’s role in world affairs, and the Progressive Era. | | |
| 5.23 | Explain the need for the South’s move toward industrialization after the Civil War. | C, E, G, H, T |
| 5.24 | Describe the effects of Jim Crow laws on the nation and Tennessee. | C, H, P, T |
| 5.25 | Examine the role of immigrants in the development of the U.S., and describe the treatment they encountered. | C, E, G, H |
| 5.26 | Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians. | C, G, H, T |
| 5.27 | Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller). | C, E, H, P |
| 5.28 | Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions. | C, E, H, P |
| 5.29 | Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison. | C, E, H |
| 5.30 | Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt. | C, E, H, P |
| 5.31 | Analyze the causes, course, and consequences of the Spanish-American War, including: <ul style="list-style-type: none"> • Imperialism • Rough Riders • USS <i>Maine</i> • Yellow journalism | C, E, G, H |
| 5.32 | Examine the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island. | C, G, H |

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| 5.33 | Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18 th Amendment), child labor, and women’s suffrage (19 th Amendment). | C, E, H, P, T |
| 5.34 | Identify Tennessee’s role in the passage of the 19 th Amendment, including the impact of Anne Dallas Dudley and Harry Burn. | C, H, P, T |

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World War I, the Roaring Twenties, and World War II (1920s-1940s)

Overview: Students will analyze the involvement of the U.S. during World War I and World War II, as well as the cultural, economic, and political developments of the 1920s.

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| 5.35 | Summarize the events leading to American entry into World War I, including the attack on the RMS <i>Lusitania</i> and the Zimmerman Telegram. | C, H, P |
| 5.36 | Locate the major countries of the Central and Allied Powers during World War I, including: <ul style="list-style-type: none"> • Austria-Hungary • France • Germany • Great Britain • Russia | G |
| 5.37 | Explain the impact of the U.S. involvement in World War I, including Alvin C. York’s role. | C, E, H, T |
| 5.38 | Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations. | C, E, G, H, P |
| 5.39 | Examine the growth of popular culture of the “Roaring Twenties” with respect to the following: <ul style="list-style-type: none"> • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance | C, E, H, T |
| 5.40 | Analyze the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including: <ul style="list-style-type: none"> • Consumer credit and debt • Mass unemployment • Hoovervilles • Soup kitchens | C, E, H, P, T |

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| 5.41 | Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: <ul style="list-style-type: none"> • Social Security • Expansion and development of the national parks • Creation of jobs • Creation of power through the TVA | C, E, G, H, P, T |
| 5.42 | Explain the principles, structures, and goals of the governments in Germany and Japan in the 1930s. | C, G, H, P |
| 5.43 | Determine the significance of the bombing of Pearl Harbor and its impact on the U.S. | G, H, P, T |
| 5.44 | Locate the Axis and Allied Powers on a map, including: <ul style="list-style-type: none"> • Germany • Italy • Japan • France • Great Britain • Soviet Union | G |
| 5.45 | Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II. | C, E, H |
| 5.46 | Analyze the significance of the Holocaust and its impact on the U.S. | C, H, P |
| 5.47 | Describe the mobilization of Tennessee during World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the Manhattan Project. | C, H, P, T |

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The Modern United States (1940s-1980s)

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| Overview: Students will examine the U.S. after World War II through the Cold War. | | |
| 5.48 | Examine the growth of the U.S. as a consumer society after World War II, including: suburbs, increased access to automobiles, and the Interstate Highway System. | C, E, G, H, P, T |
| 5.49 | Describe how television, radio, and movie theaters contributed to the growth of an entertainment culture in the U.S. | C, E, H, T |
| 5.50 | Examine how Cold War events impacted the U.S., including: <ul style="list-style-type: none"> • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race | C, E, G, H, P |
| 5.51 | Identify the role of American soldiers as part of the United Nations peacekeeping troops during and after the Korean War. | E, H, P |
| 5.52 | Analyze the key people and events of the Civil Rights Movement, including: <ul style="list-style-type: none"> • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • <i>Brown v. Board of Education</i> and Thurgood Marshall • Freedom Riders and Diane Nash | C, E, H, P, T |
| 5.53 | Determine the effect of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, and the space program. | C, H, P |
| 5.54 | Describe how the Space Race led to lunar exploration. | C, E, H, P |
| 5.55 | Explore the social and political unrest brought about by the Vietnam War. | C, E, H, P |
| 5.56 | Describe the events surrounding Richard Nixon’s presidency, including his trip to China and resignation. | C, E, H, P |
| 5.57 | Analyze the significant events influenced by Ronald Reagan’s presidency, including: economic recovery, the decline of the Cold War, and the fall of the Berlin Wall. | C, E, H, P |

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SIXTH GRADE SOCIAL STUDIES | 6

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Course Description: Sixth grade students will study the beginnings of early civilization through the fall of the Western Roman Empire. Students will analyze the geographic, cultural, economic, political, and historical foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to help students build a foundational understanding of the world. Appropriate informational texts and primary sources will be used in order to deepen the understanding of world history and geography. Special emphasis will be placed on the developments of government and the development of representative democracy, civics, and citizenship.

Grades 6-8 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |

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| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space |

Foundations of Human Civilization: c. 10,000-3500 BCE

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| Overview: Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution. | | | | |
| 6.01 | Identify the meaning of time designations and abbreviations used by historians, including: <ul style="list-style-type: none"> • BC / BCE • AD / CE • Circa (c. or ca), decades, centuries | H | | |
| 6.02 | Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: tools, fire, basic hunting weapons, and shelter. | C, H | | |
| 6.03 | Explain the impact of the Agricultural Revolution, including: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Barter economy • Domestication of plants and animals • Food surpluses </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Labor specialization • New sources of clothing and shelter • Emergence of permanent settlements </td> </tr> </table> | <ul style="list-style-type: none"> • Barter economy • Domestication of plants and animals • Food surpluses | <ul style="list-style-type: none"> • Labor specialization • New sources of clothing and shelter • Emergence of permanent settlements | C, E, G, H |
| <ul style="list-style-type: none"> • Barter economy • Domestication of plants and animals • Food surpluses | <ul style="list-style-type: none"> • Labor specialization • New sources of clothing and shelter • Emergence of permanent settlements | | | |
| 6.04 | Identify and explain the importance of the following key characteristics of civilizations: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Culture • Government • Religion • Social structure </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Stable food supply • Technology • Writing </td> </tr> </table> | <ul style="list-style-type: none"> • Culture • Government • Religion • Social structure | <ul style="list-style-type: none"> • Stable food supply • Technology • Writing | C, E, G, H, P |
| <ul style="list-style-type: none"> • Culture • Government • Religion • Social structure | <ul style="list-style-type: none"> • Stable food supply • Technology • Writing | | | |

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.

Ancient Mesopotamia: c. 3500-1700 BCE

Overview: Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia.

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| 6.05 | <p>On a map, identify and locate geographical features of ancient Mesopotamia, including:</p> <ul style="list-style-type: none"> • Black Sea • Euphrates River • Mediterranean Sea • Persian Gulf • Tigris River • Zagros Mountains | G |
| 6.06 | Explain how geographic and climatic features have led to the region being known as the Fertile Crescent. | G, H |
| 6.07 | Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. | C, E, H |
| 6.08 | Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. | C, E, G, H, P |
| 6.09 | Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire. | G, H, P |
| 6.10 | Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. | C |
| 6.11 | Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic. | C, E, H |
| 6.12 | Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. | C, E, H, P |

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Ancient Egypt: c. 3000-700 BCE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt. | | |
| 6.13 | <p>On a map, identify and locate geographical features of ancient Egypt, including:</p> <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • The Sahara | G, H |
| 6.14 | Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. | C, E, G, H |
| 6.15 | Explain the structure of Egyptian society, including: the relationships between groups of people, how social classes were organized by occupation, the positions of pharaohs as god/kings, and the role of slaves. | C, E, H, P |
| 6.16 | Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. | C, H |
| 6.17 | <p>Analyze the impact of key figures from ancient Egypt, including:</p> <ul style="list-style-type: none"> • Growth under the leadership of Queen Hatshepsut and her economic policies • Ramses the Great's military conquests leading to growth of the kingdom • Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt | C, E, H, P |
| 6.18 | Analyze the achievements of Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. | C, E, H |
| 6.19 | Examine the cultural diffusion of Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | C, E, H, P |

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Ancient Israel: c. 2000-500 BCE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Israel. | | |
| 6.20 | <p>On a map, identify and locate geographical features of ancient Israel, including:</p> <ul style="list-style-type: none"> • City of Jerusalem • Dead Sea • Jordan River • Mediterranean Sea • Red Sea • Sinai Peninsula | G |
| 6.21 | Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. | C, G, H, P |
| 6.22 | <p>Describe the origins and central features of Judaism:</p> <ul style="list-style-type: none"> • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility | C, H, P |
| 6.23 | Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. | C, G, H, P |
| 6.24 | Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. | C, E, G, H, P |

Ancient India: c. 2500-400 BCE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient India. | | |
| 6.25 | <p>On a map, identify and locate geographical features of ancient India, including:</p> <ul style="list-style-type: none"> • Ganges River • Himalayan Mountains • Indian Ocean • Indus River • Monsoon winds • Subcontinent of India | G |
| 6.26 | <p>Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including:</p> <ul style="list-style-type: none"> • Arranging roads into a series of grid-systems • Sanitation and sewer systems • Architecture built with bricks | E, G, H, P |
| 6.27 | <p>Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.</p> | C, E, H, P |
| 6.28 | <p>Describe the origins and central features of Hinduism:</p> <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha | C, H, P |
| 6.29 | <p>Describe the origins and central features of Buddhism:</p> <ul style="list-style-type: none"> • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana | C, H, P |
| 6.30 | <p>Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).</p> | C, E, H |

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Ancient China: c. 2500 BCE-200 CE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient China. | | |
| 6.31 | <p>On a map, identify and locate geographical features of ancient China, including:</p> <ul style="list-style-type: none"> • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River | G |
| 6.32 | Analyze the influence of geographic features on the origins of Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. | C, G, H |
| 6.33 | Describe how the size of China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as a solution to this problem. | C, G, H, P |
| 6.34 | Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems. | C, H, P |
| 6.35 | Explain the significance of the unification and centralization of China into the first Chinese empire by Qin Shi Huangdi during the Qin Dynasty. | C, E, G, H, P |
| 6.36 | Explain how the implementation of the philosophy of Confucius led to the political success and longevity of the Han Dynasty. | C, E, H, P |
| 6.37 | Explain the major accomplishments of the Han Dynasty, including: paper making, woodblock printing, magnetic compass, porcelain, and silk. | C, E, G, H |
| 6.38 | Describe how the desire for Chinese goods influenced the creation of silk roads and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into China. | C, E, G, H, P |

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Ancient Greece: c. 800-300 BCE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Greece. | | |
| 6.39 | <p>On a map, identify and locate geographical features of ancient Greece, including:</p> <ul style="list-style-type: none"> • Asia Minor • Athens • Macedonia • Mediterranean Sea • Peloponnesian peninsula • Sparta | G |
| 6.40 | Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. | C, E, G, H, P |
| 6.41 | Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. | C, H, P |
| 6.42 | Explain the basic concepts of direct democracy and oligarchy. | C, H, P |
| 6.43 | Explain the characteristics of the major Greek city-states of Athens and Sparta, including their: styles of government, advantages of geographic locations, status of women, approach to education, and practice of slavery. | C, E, G, H, P |
| 6.44 | Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. | C, H, P |
| 6.45 | Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. | C, H, P |
| 6.46 | Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. | C, H |

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| 6.47 | Explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of the ancient Greeks. | C, H |
| 6.48 | Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. | C, H, P |
| 6.49 | Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. | C, H, P |
| 6.50 | Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. | C, E, G, H, P |

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Ancient Rome: c. 500 BCE-500 CE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Rome. | | |
| 6.51 | <p>On a map, identify and locate the geographical features of ancient Rome, including:</p> <ul style="list-style-type: none"> • Constantinople • Italian Alps • Italian Peninsula • Mediterranean Sea • Rome • Tiber River | G |
| 6.52 | Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. | E, G, H, P |
| 6.53 | <p>Describe the government of the Roman Republic, including:</p> <ul style="list-style-type: none"> • Branches of government • Checks and balances • Civic participation • Representative democracy • The rule of law and the Twelve Tables | C, H, P |
| 6.54 | Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. | C, E, H, P |
| 6.55 | Describe the characteristics of Julius Caesar’s rule, including: his leadership in the military, popularity amongst plebeians, role as dictator for life, and assassination. | C, E, G, H, P |
| 6.56 | Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. | C, E, G, H, P |
| 6.57 | Analyze how innovations in engineering and architecture contributed to Roman expansion, including: aqueducts, arches, bridges, domes, roads, sanitation, and the Colosseum. | C, G, H, P |
| 6.58 | Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. | C, H, P |

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| 6.59 | Describe the origins and central features of Christianity: <ul style="list-style-type: none"> • Key Person(s) Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah | C, H, P |
| 6.60 | Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. | C, H, P |
| 6.61 | Explain the division of the Roman Empire into the East and West and the later establishment of Constantinople as the capital by Constantine. | C, H, P |
| 6.62 | Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. | C, E, G, H, P |

SEVENTH GRADE SOCIAL STUDIES | 7

World History and Geography: The Middle Ages to the Exploration of the Americas

Course Description: Seventh grade students will explore the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, America, and Asia during the 15th to 18th centuries. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Students will analyze geography's influence on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to help students build a foundational understanding of the world. Appropriate informational texts and primary sources will be used in order to deepen the understanding of world history and geography. Special emphasis will be placed on the developments of government and the development of representative democracy, civics, and citizenship.

Grades 6-8 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space |

East Asia: 400-1500s CE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of China and Japan. | | |
| 7.01 | <p>On a map, identify and locate the geographical features of East Asia, including:</p> <ul style="list-style-type: none"> • China • Gobi Desert • Himalayan Mountains • Japan • Korean Peninsula • Pacific Ocean • Plateau of Tibet • Sea of Japan (East Sea) • Yangtze River • Yellow River | G |
| 7.02 | Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. | C, G, H, P |
| 7.03 | Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. | C, E, G, H, P |
| 7.04 | Examine the rise of the Mongol empire, including the conquests of Genghis Khan. | C, G, H, P |
| 7.05 | Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire. | C, G, H, P |
| 7.06 | Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade. | C, E, G, H |
| 7.07 | Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (including the Forbidden City and the reconstruction of the Great Wall) and Zheng He's sea voyages. | C, E, G, H, P |
| 7.08 | <p>Describe the origins and central features of Shintoism:</p> <ul style="list-style-type: none"> • Key Person(s): None • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami | C, H, P |

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| 7.09 | Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the <i>Constitution of Prince Shotoku</i> and the adoption of the Chinese writing system. | C, G, H |
| 7.10 | Describe how the Heian aristocracy contributed to the development of a Japanese national culture. | C, H, P |
| 7.11 | Analyze the rise of a military society in the late 12 th century and the role of the shogun and samurai in Japanese society. | C, E, H, P |

Byzantine Empire: 400-1500s CE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire. | | |
| 7.12 | Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. | C, G, H, P |
| 7.13 | Explain the importance of Justinian’s political, social, and architectural achievements. | C, G, H, P |
| 7.14 | Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. | C, G, H |

Southwest Asia and North Africa: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

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| 7.15 | <p>On a map, identify and locate the geographical features of Southwest Asia and North Africa, including:</p> <ul style="list-style-type: none"> • Arabian Peninsula • Arabian Sea • Black Sea • Caspian Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River | G |
| 7.16 | <p>Describe the origins and central features of Islam:</p> <ul style="list-style-type: none"> • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars | C, H, P |
| 7.17 | Describe the diffusion of Islam, its culture, and the Arabic language. | C, G |
| 7.18 | <p>Summarize the contributions of the region's scholars in the areas of:</p> <ul style="list-style-type: none"> • Art • Geography • Literature • Mathematics • Medicine • Philosophy • Science | C, G, H |
| 7.19 | Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | C, E, G, H, P |
| 7.20 | Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. | C, E, G, H |

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West Africa: 400-1500s CE

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| Overview: Students will analyze the geographic, political, economic, and cultural structures of the West Africa. | | |
| 7.21 | <p>On a map, identify and locate the geographical features of West Africa, including:</p> <ul style="list-style-type: none"> • Atlantic Ocean • Cities of Djenne and Timbuktu • Gulf of Guinea • Niger River • The Sahara | G |
| 7.22 | Explain the indigenous African spiritual traditions, including: animism, ancestor worship, and the relationship between humans and deities. | C, H |
| 7.23 | Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. | C, E, G, H, P |
| 7.24 | Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. | C, E, G, H, P |
| 7.25 | Explain the importance of griots in the transmission of West African history and culture. | C, G, H |
| 7.26 | Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. | C, E, G, H, P |

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Middle Ages in Western Europe: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, social, and cultural structures of Europe during the Middle Ages.

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| 7.27 | <p>On a map, identify and locate geographical features of Europe, including:</p> <ul style="list-style-type: none"> • Alps • Atlantic Ocean • English Channel • Mediterranean Sea • Influence of the North Atlantic Drift • North European Plain • Ural Mountains | G |
| 7.28 | Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | C, G, H, P |
| 7.29 | Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. | C, E, G, H, P |
| 7.30 | Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). | C, E, G, H, P |
| 7.31 | Analyze the Battle of Hastings and the long term historical impact of William the Conqueror on England and Northern France. | C, E, G, H, P |
| 7.32 | Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | C, G, H, P |
| 7.33 | Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. | G, H, P |
| 7.34 | Analyze the causes, effects, and key people of the 1 st , 2 nd , and 3 rd Crusades, including: Pope Urban II, Saladin, and Richard I. | C, G, H, P |
| 7.35 | Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. | C, G, H |

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| 7.36 | Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. | C, E, G, H |
| 7.37 | Analyze the importance of the Black Death on the emergence of a modern economy with the growth of banking, technological improvements, agricultural improvements, commerce, towns, and a merchant class. | C, E, H |
| 7.38 | Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. | C, G, H, P |
| 7.39 | Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. | C, G, H |

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Early Modern Europe: 1400-1700s CE

Overview: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

The Renaissance

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| 7.40 | Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. | C, E, G, H, P |
| 7.41 | Explain the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. | C, E, G, H, P |
| 7.42 | Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith. | C, H |
| 7.43 | Explain the development of Renaissance art, including the significance of: <ul style="list-style-type: none"> • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage | C, E, G, H |

The Protestant Reformation

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| 7.44 | Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into English as vehicles for the spread of books, growth of literacy, and the dissemination of knowledge. | C, G, H |
| 7.45 | Explain the significant causes of the Protestant Reformation, including: the Catholic Church's tax policies, the selling of indulgences, and Martin Luther's <i>95 Theses</i> . | C, H, P |
| 7.46 | Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture only, salvation by faith, and predestination. | C, H, P |
| 7.47 | Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. | C, G, H, P |

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| 7.48 | Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. | C, H |
| 7.49 | Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), the defeat of the Spanish Armada, and the rise of English power in Europe. | C, H, P |
| The Scientific Revolution | | |
| 7.50 | Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits.) | C, G |
| 7.51 | Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope. | C, G, H |
| 7.52 | Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion. | C, G, H |

Indigenous Civilizations of the Americas: 400-1500s CE

Overview: Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.

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| 7.53 | <p>On a map, identify and locate the geographical features of the Americas, including:</p> <ul style="list-style-type: none"> • Andes Mountains • Appalachian Mountains • Atlantic Ocean • Caribbean Sea • Central Mexican Plateau • Great Plains • Gulf of Mexico • Mississippi River • North America • Pacific Ocean • Rocky Mountains • South America • Yucatan Peninsula | G, T |
| 7.54 | Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. | C, G, H, T |
| 7.55 | Describe the existence of diverse networks of North American Indian cultures (within the U.S.) including: varied languages, customs, and economic and political structures. | C, E, G, H, P, T |
| 7.56 | Explain the impact of geographical features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. | C, E, G, H, P |
| 7.57 | Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including their: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). | C, E, G, H, P |
| 7.58 | Describe how the Aztec and Inca empires were eventually defeated by the Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro) in the 16 th century. | C, E, G, H, P |

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The Age of Exploration: 1400-1700s CE

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| <p>Overview: Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.</p> | | |
| 7.59 | Analyze why European countries were motivated to explore, including: religion, political rivalry, and economic gain (mercantilism). | C, E, G, H, P |
| 7.60 | Identify voyages of discovery and the locations of the routes of the following explorers by their sponsoring country: <ul style="list-style-type: none"> • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci | C, E, G, H, P, T |
| 7.61 | Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. | C, E, G, H, P |
| 7.62 | Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. | C, E, G, H, P |
| 7.63 | Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. | C, E, G, H, P |
| 7.64 | Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15 th and 16 th centuries, and examine the major economic and social effects on each continent. | C, E, G, H, P |
| 7.65 | Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa’s role in the transition to African slavery. | C, E, G, H, P |

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EIGHTH GRADE SOCIAL STUDIES | 8

United States History and Geography: Colonization of North America to Reconstruction

Course Description: Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen British colonies. Students will examine the development and maturation of the Thirteen British colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Students will examine the major events and issues leading up to the Civil War, the individuals and events that were significant during the war, and the resulting era of Reconstruction. This course will emphasize the history, people, government, and geography of Tennessee, in order to illustrate the role our state has played in American history. Students will conclude their study of U.S. history with Reconstruction.

This course is the first of a two year survey of United States history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order to help students build an understanding of the history of the United States. Appropriate primary sources will be included in order to enhance students' understanding of the content.

Grades 6-8 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation |
| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |

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| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space |

Colonization (1600-1750)

Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

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| 8.01 | Explain the founding and development of Jamestown as the first permanent English colony, the early struggles, the economic and political structure, and the role of the Powhatan people. | C, E, G, H, P |
| 8.02 | Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. | C, G, H, P |
| 8.03 | Explain the founding and development of the Massachusetts Bay Colony, the role of theocracy and town meetings, and the significance of Anne Hutchinson and the Salem Witch Trials. | C, G, H, P |
| 8.04 | Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. | C, G, H, P |
| 8.05 | Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the British colony of New York. | C, E, G, H, P |
| 8.06 | Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: <ul style="list-style-type: none"> • William Penn • Philadelphia • Role of women • Relationship with American Indians | C, E, H, P |
| 8.07 | Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. | C, E, G, H, P |
| 8.08 | Locate and identify the Thirteen British Colonies, and describe how their location and geographic features influenced regional economic development. | E, G, H, P |
| 8.09 | Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. | C, E, G, H, P |

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| 8.10 | Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. | C, E, G, H, P |
| 8.11 | Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. | C, H |
| 8.12 | Explain the Navigation Acts and the policy of mercantilism. | E, G, H |

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The American Revolution (1700-1783)

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| <p>Overview: Students will explore the growing tensions between Great Britain and the colonies, the major events and outcomes surrounding the American Revolution, and the beginnings of settlement in Tennessee.</p> | | |
| 8.13 | Explain the significance of the Ohio River Valley leading to the French and Indian War and the consequences of the conflict, including: the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. | C, E, G, H, P |
| 8.14 | Explain the political contributions of Benjamin Franklin to the U.S., including the " <i>Join or Die</i> " cartoon and the Albany Plan of Union. | C, E, H, P |
| 8.15 | Summarize the expansion west of the Appalachian Mountains into the Tennessee region, including the significance of: <ul style="list-style-type: none"> • Cumberland Gap • Daniel Boone and the Long Hunters • Dragging Canoe • Transylvania Purchase • Watauga Compact | C, E, G, H, P, T |
| 8.16 | Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: <ul style="list-style-type: none"> • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • Intolerable/Coercive Acts, 1774 • Sons of Liberty | C, E, G, H, P |
| 8.17 | Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> . | C, H, P |
| 8.18 | Identify and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. | C, E, G, H, P |
| 8.19 | Explain the historical and present day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) | C, H, P, TCA |

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| 8.20 | Compare and contrast the points of view of Loyalists and Patriots. | C, G, H, P |
| 8.21 | <p>Identify and explain the significance of the following during the American Revolution:</p> <ul style="list-style-type: none"> • Struggles of the Continental Army • Battles of Trenton and Princeton • Battle of King’s Mountain • Battle of Saratoga • Battle of Yorktown • Guerrilla warfare | C, H, P |

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The New Nation (1775-1800)

Overview: Students will explore the foundation of American government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

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| 8.22 | Identify the major actions taken by James Robertson and John Donelson that led to the creation of the Cumberland Settlement, and describe their interactions with American Indians in the region. | C, E, G, H, P, T |
| 8.23 | Identify and analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. | E, G, H, P, T |
| 8.24 | Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) | E, H, P, TCA |
| 8.25 | Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) | H, P, TCA |
| 8.26 | Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) | H, P, TCA |
| 8.27 | Analyze the major events of the administration of President George Washington, including: the precedents he set, the Whiskey Rebellion, and the ideas presented in his farewell address. | E, G, H, P |
| 8.28 | Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. | C, E, G, H, P |
| 8.29 | Explain the controversies that plagued the administration of President John Adams, including: the conflicts with England and France, the XYZ Affair, and the Alien and Sedition Acts. | E, G, H, P |
| 8.30 | Analyze how westward expansion led to the statehood of Tennessee, and identify the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) | G, H, P, T, TCA |

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Growth of a Young Nation (1800-1820)

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| Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson’s presidency, the War of 1812, and the role of the U.S. on the world stage. | | |
| 8.31 | Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in <i>Marbury v. Madison</i> . | H, P |
| 8.32 | Explain the major events of Thomas Jefferson’s presidency, including: the Louisiana Purchase, the Lewis and Clark Expedition, the conflict with the Barbary pirates, and the Embargo Act. | E, G, H, P |
| 8.33 | Explain the causes, course, and consequences of the War of 1812, including: <ul style="list-style-type: none"> • The use of impressment and trade restrictions between America and Britain • The roles of Andrew Jackson and William Henry Harrison • The significance of the Treaty of Ghent • The rise in nationalism in the U.S. | C, E, G, H, P, T |
| 8.34 | Identify on a map the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. | G, P |
| 8.35 | Analyze the purpose and effects of the Monroe Doctrine. | E, H, P |

Sectionalism and Reform (1790s-1850s)

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| Overview: Students will analyze the social, political, and economic development of the North and South during the early 19 th century, including the growth of sectionalism and reform movements. | | |
| 8.36 | Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton and the cotton gin. | C, E, G, H, P, T |
| 8.37 | Explain the development of western Tennessee, including the Chickasaw Purchase of 1818 (i.e., the Jackson Purchase) and the founding of Memphis as a center for cotton and slave trade. | C, E, G, H, T |
| 8.38 | Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. | C, E, G, H, P |
| 8.39 | Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. | C, G, H |
| 8.40 | Explain the development of the American Industrial Revolution, including: the role of the textile industry, Samuel Slater, the Lowell System, Eli Whitney and interchangeable parts, and the emergence of trade unions. | C, E, G, H, P |
| 8.41 | Describe how technological developments affected the growth of the industrial economy and cities in the North. | C, E, G, H, P |
| 8.42 | Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. | C, E, G, H, P |
| 8.43 | Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. | C, E, G, H, P |
| 8.44 | Describe the significance of the Second Great Awakening and its influence on reform in the 19 th century. | C, H |
| 8.45 | Analyze the development of the women's suffrage movement and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, and the Seneca Falls Convention. | C, H, P |
| 8.46 | Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. | C, E, H, P, T |

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The Jacksonian Era (1824-1840)

Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson’s presidency.

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| 8.47 | Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> . | C, H, P |
| 8.48 | Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. | C, G, H, P, T |
| 8.49 | Examine President Andrew Jackson’s actions regarding the Bank of the United States and the Nullification Crisis, and analyze the effects of these events on the nation. | C, E, H, P, T |
| 8.50 | Describe the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the U.S. government, including the significance of <i>Worcester v. Georgia</i> and the Trail of Tears. | C, G, H, P, T |
| 8.51 | Analyze the contributions of Sequoyah to the Cherokee. | C, H, T |
| 8.52 | Explain how the Tennessee Constitution of 1834 expanded property rights for non-property owners. (T.C.A. 49-6-1028) | H, P, T, TCA |

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Expansion and Division of the Nation (1820s-1860s)

Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

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| 8.53 | Describe the concept of Manifest Destiny, including the economic incentives for westward expansion and its impact on the development of the nation. | C, E, G, H, P |
| 8.54 | Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. | G, H, P |
| 8.55 | Describe American settlements in Texas after 1821, the causes of the Texas War of Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. | C, G, H, P, T |
| 8.56 | Analyze the reasons for and outcomes of groups moving west, including the significance of: the roles of fur traders, Mormons, the Oregon Trail, and the Santa Fe Trail. | C, E, G, H |
| 8.57 | Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary. | E, G, H, P, T |
| 8.58 | Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. | C, E, G, H, P |
| 8.59 | Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). | C, E, G, H |
| 8.60 | Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with <i>Uncle Tom’s Cabin</i>). | C, E, G, H, P |
| 8.61 | Describe the significance of the Gadsden Purchase of 1853. | E, G, H |
| 8.62 | Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: the rise of the Republican Party, “Bleeding Kansas”, and John Brown’s raid at Harper’s Ferry. | C, G, H, P |

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| 8.63 | Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South. | C, H, P |
| 8.64 | Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. | C, H, P |

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The Civil War (1860-1865)

Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life of the war.

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| 8.65 | Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. | C, G, H, P, T |
| 8.66 | Describe the outbreak of the Civil War, including: the economic, geographic, and technological advantages of both regions, their military strategies, the roles of President Abraham Lincoln and Jefferson Davis, and the significance of Fort Sumter. | C, E, G, H, P, T |
| 8.67 | Explain the geographical divisions of Tennessee over the issue of slavery and secession, including the two secession convention votes of 1861 and anti-secession efforts. | C, E, G, H, P, T |
| 8.68 | Explain the significance of the following events and leaders during the Civil War, including: <ul style="list-style-type: none"> • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg • Battle of Vicksburg • Sherman’s March to the Sea • Surrender at Appomattox Court House • David Farragut • Nathan Bedford Forrest • Ulysses S. Grant • Thomas “Stonewall” Jackson • Robert E. Lee | G, H, P, T |
| 8.69 | Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. | H, P |
| 8.70 | Describe African American involvement in the Union army, including the Massachusetts 54 th Regiment at Fort Wagner and the 13 th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) | C, G, H, T, TCA |
| 8.71 | Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. | C, H, T |

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Reconstruction (1865-1877)

Overview: Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction’s impact on Tennessee.

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| 8.72 | Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. | H, P, T |
| 8.73 | Explain the significance of the 13 th , 14 th , and 15 th Amendments to the U.S. Constitution. | E, H, P, T |
| 8.74 | Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. | C, E, G, H, P, T |
| 8.75 | Identify the significance of the Tennessee Constitution of 1870. (T.C.A. § 49-6-1028) | H, P, T, TCA |
| 8.76 | Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. | H, P, T |
| 8.77 | Explain the restrictions placed on the rights and opportunities of freedmen, including racial segregation and black codes and the efforts of the Freedmen’s Bureau to address the problems confronting newly freed slaves. | C, H, P, T |
| 8.78 | Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. | C, H, P, T |
| 8.79 | Explain the roles carpetbaggers and scalawags played during Reconstruction. | C, E, G, H, P |
| 8.80 | Explain the Compromise of 1877 and its role in ending Radical Reconstruction. | C, H, P |

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AFRICAN AMERICAN HISTORY | AAH

Course Description: Students will examine the life and contributions of African Americans from the early 1600s through the contemporary United States. Students will explore the influence of geography on slavery and the growth of slavery on the American continent. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise of Jim Crow and the subsequent effects of the laws and trace the impact of African American migration through the early 20th century. Students will explore the impact of the Harlem Renaissance as well as the contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

This course and the following standards are written in accordance with T.C.A. § 49-6-1006.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

The Influence of Geography on Slavery (pre-1619)

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| Overview: Students will analyze the economic, political, and social development of slavery in the U.S. | | |
| AAH.01 | Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the roles of: Africans, Europeans, and colonists. | C, E, H, P |
| AAH.02 | Analyze the role of geography on the growth and development of slavery. | E, G, H |
| AAH.03 | Assess the impact of the slave trade on West Africa and colonies in North America. | C, E, H, P |
| AAH.04 | Explain why the Middle Passage is considered to be one of the largest forced migrations in human history. | C, E, G, H |

African American Life in the ‘New World’ (1619-1860)

Overview: Students will examine the varied experiences of African Americans prior to the Civil War, including the social and cultural contributions of African Americans, the beginnings of the abolition movement, and the life experiences of African Americans. Additionally, students will analyze justifications and ramifications of slavery during this era.

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| AAH.05 | Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. | C, E, H, P |
| AAH.06 | Describe the varied experiences of free blacks in colonial America. | C, G, H, P |
| AAH.07 | Identify the various ways Africans in the U.S. resisted slavery as well as their ability to buy their freedom. | C, H |
| AAH.08 | Analyze the role slavery played in the development of nationalism and sectionalism, including the fugitive slave laws. | C, E, H, P |
| AAH.09 | Assess the development of the abolitionist movement and its impact on slavery and the nation (e.g., the efforts of the American Colonial Society, Frederick Douglass, Ralph Waldo Emerson, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman). | C, H, P |
| AAH.10 | Explain the Underground Railroad, and assess its impact on slavery in the U.S. | C, H, T |
| AAH.11 | Compare and contrast African American communities in the North and South, with emphasis on those in rural and urban areas. | C, G, H, T |
| AAH.12 | Describe and analyze various experiences of African American families in the Antebellum U.S. | C, E, G, H, P, T |
| AAH.13 | Describe the development of African American institutions, such as religion, education, and benevolent organizations, during this era. | C, H, T |
| AAH.14 | Identify and explain contributions to science and the arts from African Americans during this era. | C, H, T |

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African Americans during the Civil War and Reconstruction (1861-1890s)

Overview: Students will analyze the changing roles of African Americans during the Civil War and Reconstruction.

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| AAH.15 | Describe President Abraham Lincoln's evolving views on slavery. | H, P |
| AAH.16 | Describe the changing status of slaves, freed slaves, and free blacks during and after the Civil War. | C, E, G, H, P, T |
| AAH.17 | Identify and explain the roles of African American soldiers, spies, and slaves in the war effort in both the North and the South, including the 54 th Massachusetts Regiment and the 13 th U.S. Colored Troops. | C, G, H, T |
| AAH.18 | Identify reasons for and effects of the 13 th , 14 th , and 15 th Amendments on African Americans. | C, H, P, T |
| AAH.19 | Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. | C, E, H, P, T |
| AAH.20 | Assess the successes and failures of Reconstruction as they relate to African Americans. | C, H, P |

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African American Life after Emancipation through World War I (1890s-1920s)

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| <p>Overview: Students will analyze the rise of Jim Crow laws, achievements of African Americans, the role African Americans played in military endeavors, and the life experiences of African Americans in the late 19th and early 20th centuries.</p> | | |
| AAH.21 | Assess the economic and social impact of Jim Crow laws on African Americans. | C, E, H, T |
| AAH.22 | Analyze the legal ramifications of segregation laws and court decisions (e.g., <i>Plessy v. Ferguson</i>) on American society. | C, P, T |
| AAH.23 | Compare and contrast organized responses to Jim Crow laws (e.g., the Niagara Movement, the NAACP, the Urban League, the Atlanta compromise, the Farmers' Alliance, Brotherhood of Sleeping Car Porters, and the anti-lynching crusade). | C, H, P, T |
| AAH.24 | Compare and contrast African American political and legal personalities of the time period and their impact on American society (e.g., Robert R. Church, Samuel McElwee, Randolph Miller, James Napier, Ida B. Wells). | C, H, P, T |
| AAH.25 | Describe the progress of African American institutions, such as religion, education, and benevolent organizations, during this era. | C, H, T |
| AAH.26 | Describe the economic, cultural, political, and social impact of African American migration within and from the South (e.g., Exodusters, Benjamin "Pap" Singleton, First Great Migration). | C, E, G, H, T |
| AAH.27 | Identify the achievements of African American inventors and entrepreneurs of the period (e.g., George Washington Carver, Garrett Morgan, Madam C.J. Walker). | C, E, H, T |
| AAH.28 | Describe the impact of African American regiments on the western campaigns, the Spanish-American War, and World War I. | C, G, H, P |
| AAH.29 | Describe the African American experience during and after World War I (e.g., economic opportunities, Second Great Migration, resurgence of Ku Klux Klan, etc.). | C, E, G, H, P, T |

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African Americans and the Harlem Renaissance (1920s-1930s)

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| Overview: Students will analyze the cultural contributions made by African Americans during the Harlem Renaissance. | | |
| AAH.30 | Identify literary contributions made by African Americans during this era (e.g., Countee Cullen, Langston Hughes, Zora Neale Hurston). | C |
| AAH.31 | Describe the contributions of African Americans to the performing arts during this era (e.g., DeFord Bailey, Duke Ellington, Fisk Jubilee Singers, W.C. Handy, James Weldon Johnson, John Work III). | C, T |
| AAH.32 | Describe the contributions of African Americans to the visual arts during this era, including the work of William Edmondson. | C, T |
| AAH.33 | Analyze the influence of the Harlem Renaissance on American culture. | C, H |

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African American Life during the Great Depression and World War II (1930s-1940s)

Overview: Students will analyze the contributions of African Americans during the Great Depression and World War II.

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| AAH.34 | Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. | C, E, H, P, T |
| AAH.35 | Describe highlights of African American culture of the 1930s and 1940s (e.g., Satchel Page and Negro league baseball, Cab Calloway, Mississippi Delta blues musicians). | C, H, T |
| AAH.36 | Identify the contributions of African Americans who served in the military, and compare their experiences to other Americans who served in World War II. | C, E, H, P |
| AAH.37 | Describe the experience of African Americans at home during and after World War II. | C, E, H, P, T |
| AAH.38 | Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots, etc.). | C, H, P, T |

The Modern Civil Rights Movement (1950s-1960s)

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| Overview: Students will analyze the successes and failures of the Civil Rights Movement in the U.S. | | |
| AAH.39 | Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. | C, H, P |
| AAH.40 | Describe the impact of <i>Brown v. Board of Education of Topeka, Kansas</i> , and evaluate the resistance to the decision and the reaction that followed. | C, H, P |
| AAH.41 | Describe various methods employed by African Americans to obtain civil rights. | C, H, P |
| AAH.42 | Summarize the Civil Rights Movement in Tennessee, including: the integration of Clinton High School, sit-ins in Nashville, and the activities of Diane Nash and Jim Lawson. | C, H, P, T |
| AAH.43 | Identify various organizations and their roles in the Civil Rights Movement (e.g., Black Panthers, Highlander Folk School, SNCC, etc.). | C, H, P, T |
| AAH.44 | Identify legal victories of the Civil Rights Movement (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, 24 th Amendment). | H, P |
| AAH.45 | Assess the extent to which the Civil Rights Movement transformed American politics and society. | C, H, P |
| AAH.46 | Discuss the impact of the Vietnam War on the Civil Rights Movement. | C, E, H, P |

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African American Issues in Contemporary Times (1970s-present)

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| Overview: Students will analyze the issues confronting contemporary African Americans in the continued struggle for equality. | | |
| AAH.47 | Identify and analyze how the changing political environment has impacted civil rights. | C, P |
| AAH.48 | Describe how African Americans have responded to or engaged in political conservatism. | P |
| AAH.49 | Compare and contrast the responses of African Americans to the economic, social, and political challenges in the contemporary U.S. | C, E, P |
| AAH.50 | Identify and evaluate major contemporary African American issues confronting society (e.g., affirmative action, educational achievement gap, wealth gap, poverty, AIDS, drug epidemic, crime). | C, E, G, H, P, T |
| AAH.51 | Analyze the impact of immigration and migration on the lives of African Americans in the contemporary U.S. | C, G, T |
| AAH.52 | Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including those of: President Barack Obama, Condoleezza Rice, Wilma Rudolph, Tina Turner, and Oprah Winfrey. | C, E, T |

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ANCIENT HISTORY | AH

Course Description: Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE. Students will explore the development of river valley civilizations, the Gupta Empire, the Roman Empire, Classical Greece, Islamic civilizations, American and African civilizations, and the Middle Ages through the beginnings of the Renaissance.

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Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Human Origins and Early Civilizations: Prehistory to 1000 BCE

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| Overview: Students will examine the emergence of civilizations and the social, geographic, and cultural aspects of ancient civilizations. | | |
| AH.01 | Explain the human-environment interaction on hunter-gatherer societies. | C, G, H |
| AH.02 | List characteristics typical of hunter-gatherer societies, including their use of tools and fire. | C, E, G, H, P |
| AH.03 | Describe how the domestication of plants and animals gave rise to stable communities. | C, E, G, H, P |
| AH.04 | Explain how archaeology and new technologies (e.g., 3D imaging and dating tools) inform our understanding of the past. | C, G, H |
| AH.05 | On a map, locate early civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia), and explain why early civilizations arose in those places. | G, H |
| AH.06 | Compare and contrast the rise of civilizations (e.g., China, Egypt, Indus River Valley, Mesopotamia) in terms of social, political, and economic development. | C, E, G, H, P |
| AH.07 | Describe the origins and central features of Hinduism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha | C, G, H, P |
| AH.08 | Describe the origins and central features of Judaism and its distinctions from other early religious traditions: <ul style="list-style-type: none"> • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility | C, G, H, P |

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Early Civilizations and the Rise of Religious Traditions: 1000 BCE-500 CE

Overview: Students will examine various early civilizations in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations.

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| AH.09 | Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions. | C, G, H, P |
| AH.10 | Describe the origins and central features of Zoroastrianism: <ul style="list-style-type: none"> • Key Person(s): Zoroaster • Sacred Texts: the Avesta • Basic Beliefs: monotheism, dualism, and humanity | C, H, P |
| AH.11 | Describe the characteristics of civilizations in Persia, including the impact of Zoroastrianism. | C, E, G, H, P |
| AH.12 | Describe the characteristics of early American civilizations, with emphasis on the Mayans and Olmecs, in terms of geography, society, economy, and religion. | C, E, G, H, P |
| AH.13 | Describe the origins and central features of Shintoism: <ul style="list-style-type: none"> • Key Person(s): No singular founder • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism | C, H, P |
| AH.14 | Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana | C, H, P |
| AH.15 | Describe the characteristics of civilization in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture. | C, G, H |
| AH.16 | Describe the characteristics of civilization in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty. | C, G, H, P |

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| AH.17 | Compare and contrast the impact of eastern religions (e.g., Confucianism, Taoism) on cultural traditions and social relationships. | C, G, H |
| AH.18 | Describe the characteristics of civilization in India, with emphasis on the Aryan migrations and the caste system. | C, E, G, H, P |
| AH.19 | Describe the geographic, social, economic, and religious characteristics of the African civilization of Axum, including its replacing Kush. | C, E, G, H, P |

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The Classic Civilizations of Greece and Rome: 1000-500 BCE

Overview: Students will examine Greece and Rome during the classical period in terms of chronology, geography, social structures, government, economy, religion, and contributions to society.

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| AH.20 | Analyze the role geography played in the rise of Greek city-states, including their political and economic interactions. | C, E, G, H, P |
| AH.21 | Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs. | C, H |
| AH.22 | Compare and contrast the city-states of Athens and Sparta, explaining social structures, the significance of citizenship, and rise of early democracy. | C, E, G, H, P |
| AH.23 | Evaluate the significance of the Persian and Peloponnesian Wars. | C, E, G, H, P |
| AH.24 | Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. | C, G, H, P |
| AH.25 | Analyze the role and influence of geography on Roman economic, social, and political development. | C, E, G, H, P |
| AH.26 | Explain the social structure and role of slavery, significance of citizenship, and development of democratic features in the government of the Roman Republic. | C, E, H, P |
| AH.27 | Explain the rise of the Roman military and impacts of its conquests on political affairs, the economy, social structures, and spread of Roman culture. | C, E, G, H, P |
| AH.28 | Assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs. | C, H, P |
| AH.29 | Explain the economic, social, and political impact of the Pax Romana. | C, E, H, P |

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| AH.30 | <p>Identify the significant developments and contributions of Greece to the following:</p> <ul style="list-style-type: none"> • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious institutions • Science • Technology | C, E, H, P |
| AH.31 | <p>Describe the origins, central features, and diffusion of Christianity:</p> <ul style="list-style-type: none"> • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah | C, G, H, P |
| AH.32 | <p>Explain the development and significance of the Christian Church in the late Roman Empire.</p> | C, H, P |
| AH.33 | <p>Identify the significant developments and contributions of Rome to the following:</p> <ul style="list-style-type: none"> • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious institutions • Science • Technology | C, E, H, P |
| AH.34 | <p>Discuss the reasons for the decline and fall of the Western Roman Empire.</p> | C, E, G, H, P |

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Post-Classical Civilizations: 300-1000 CE

Overview: Students will examine post-classical civilizations, including the Byzantine Empire, the Gupta Empire, and Islamic civilizations during the Early Middle Ages and their impact on Western civilization.

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| AH.35 | Explain the reasons for the establishment of Constantinople as the capital of the Byzantine Empire. | G, H, P |
| AH.36 | Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire. | C, E, H, P |
| AH.37 | Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions. | C, G, H |
| AH.38 | Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. | C, G, H, P |
| AH.39 | Analyze the Golden Age of India under the Gupta Empire. | C, E, G, H, P |
| AH.40 | Describe the origins, central features, and diffusion of Islam: <ul style="list-style-type: none"> • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars | C, G, H, P |
| AH.41 | Analyze the role geography played in the economic, social, and political development of Islamic societies. | C, E, G, H, P |
| AH.42 | Identify historical turning points that affected the diffusion and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours. | C, G, H, P |
| AH.43 | Describe cultural and scientific contributions and achievements of Islamic civilization. | C, H |
| AH.44 | Explain how the diffusion of Christianity throughout Europe influenced its development after the decline of the Roman Empire. | C, E, G, H, P |
| AH.45 | Explain the structure of feudal society and its economic, social, and political effects. | C, E, H, P |

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| AH.46 | Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire. | C, E, G, H, P |
| AH.47 | Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, Magyars, and Vikings. | C, E, G, H, P |

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Regional Interactions: 1000-1500 CE

Overview: Students will examine civilizations and empires of this time period, including interactions through regional trade patterns, social, economic, and political changes, cultural achievements, and developments that impacted their region.

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| AH.48 | Describe the characteristics of civilizations in the Americas, with emphasis on the Maya and Incans, in terms of geography, society, economy, and religion. | C, E, G, H, P |
| AH.49 | Describe the characteristics of the continuation of civilizations in Africa, with emphasis on Axum, Ghana, and Mali, in terms of geography, society, economy/trade, and religion. | C, E, G, H, P |
| AH.50 | Describe the development of monarchies (e.g., England, France, Russia, and Spain) as foundations for later emergence of nation-states. | C, E, G, H, P |
| AH.51 | Analyze the causes, experiences, and consequences of the Crusades during the medieval period. | C, E, G, H, P |
| AH.52 | Explain later conflicts in the Eurasian region, with emphasis on the Mongol conquests, the Hundred Years War, and the fall of Constantinople. | C, E, G, H, P |
| AH.53 | Identify patterns of crisis and recovery related to the Black Death. | C, E, G, H |
| AH.54 | Describe social, political, and religious developments in the later medieval period (e.g., Magna Carta, decline of feudalism, and church-state conflicts). | C, G, H, P |
| AH.55 | Describe how preservation and integration of Greek, Roman, Chinese, and Arabic knowledge influenced developments in Western Europe (e.g., philosophy, medicine, and technology). | C, G, H |
| AH.56 | Explain the rise of Italian city-states and their political development, including Niccolo Machiavelli's theory of governing as described in <i>The Prince</i> . | C, E, H, P |
| AH.57 | Examine how economic growth in the Italian city-states enabled patronage for the arts. | C, E, H |
| AH.58 | Describe how Renaissance art, literature, and philosophy (e.g., Petrarch) differed from those in the medieval period. | C, H |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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| AH.59 | Compare and contrast the Italian and the Northern Renaissances, citing the contributions of writers and artists. | C, G, H |
| AH.60 | Describe how economic and technological advances led to networks of trade and cultural interactions between major European civilizations. | C, E, G, H, P |

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C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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CONTEMPORARY ISSUES | CI

Course Description: Students will use inquiry skills to examine the issues that impact the contemporary world. Students will analyze the historical, cultural, economic, and geographic factors that have elevated certain issues to levels of concern in our nation and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

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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.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Geography

Overview: Students will see, understand, and appreciate the web of relationships between people, places, and environments using the knowledge, skills, and understanding of concepts within the five themes of geography.

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| CI.01 | Explain the five themes of geography (i.e., location, place, human environment and interaction, movement, region). | G |
| CI.02 | Locate world regions, and explain how location affects events (e.g., climate, place, resources, globalization, urbanization, cultural diffusion, etc.). | G, H |
| CI.03 | Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions. | C, G |
| CI.04 | Explain and analyze reasons and methods for the creation of different political divisions (e.g., state, nation-state, federal states, electoral districts, multi-national organizations, etc.). | G, P |
| CI.05 | Explain how technology and globalization shape new methods of human interaction. | C, G |
| CI.06 | Identify how geography shapes culture, economics, politics, and history. | C, E, G, H, P |

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History

Overview: Students will evaluate evidence to develop comparative and causal analyses, interpret primary sources, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

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| CI.07 | Analyze the relationship between historical facts and historical interpretation. | H, P |
| CI.08 | Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts. | C, G, H |
| CI.09 | Analyze the causes and effects of extremism, and identify the historical roots of terrorist attacks (e.g., PLO, IRA, Al-Qaeda, Taliban, ISIS, the Black Hand, KKK, etc.). | C, H, P |
| CI.10 | Describe the relationship and causal factors between historic events and contemporary issues (e.g., 2011 Japanese earthquake, Chernobyl, Hiroshima and Nagasaki, Great Chicago Fire, world epidemics). | C, H |
| CI.11 | Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine, etc.). | C, H, P |

Politics

Overview: Students will analyze and explain how governments and citizens interact and how this affects the global community.

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| CI.12 | Describe the protections offered by the Bill of Rights and their changing interpretations within American society. | C, H, P |
| CI.13 | Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations. | C, G, H, P |
| CI.14 | Examine factors that influence elections, such as political ideologies, media technologies and social media, societal movements, and other factors. | C, H, P |
| CI.15 | Compare and contrast current economic issues, such as wealth disparity, trade imbalances, developed and developing nations, and over-consumption. | E, P |
| CI.16 | Discuss the evolving role of the U.S. in international affairs. | P |
| CI.17 | Analyze the political implications of terrorism for American public policy. | C, P |

Culture

Overview: Students will evaluate the similarities and differences among people, including their beliefs, knowledge, values, and traditions and develop an appreciation of and respect for the variety of human cultures.

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| CI.18 | Compare and contrast major world religions (e.g., Buddhism, Hinduism, Judaism, Christianity, and Islam), and analyze how these religions complement or conflict with each other in today's world. | C, G, H |
| CI.19 | Analyze the changing role of media and technology on the spread of information and the effects on global culture. | C |
| CI.20 | Compare and contrast folk and/or traditional culture with popular culture, and analyze efforts to preserve folk culture amid the spread of popular culture. | C |
| CI.21 | Analyze language's role in defining national identity and culture, and examine the role of English as a global language today. | C |
| CI.22 | Explain multiculturalism, and analyze trends in acculturation and assimilation. | C, G |
| CI.23 | Analyze types, patterns, and attitudes regarding discrimination. | C, G, H, P |
| CI.24 | Identify public health efforts, and explain their effects in the U.S. and around the world today (e.g., sanitation, vaccinations, birth and death rates, disease prevention, pandemic research). | C, G, H, P |
| CI.25 | Analyze changes in global relationships in the post-9/11 world. | C, G, H, P |
| CI.26 | Identify and explain groups and individuals involved in current state and national issues. | C, G, H, P, T |
| CI.27 | Identify and explain groups and individuals involved in current global issues. | C, G, H, P, T |

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ECONOMICS | E

Course Description: Students will examine the allocation of scarce resources and economic reasoning used by consumers, producers, savers, investors, workers, and voters. Students will explore the concepts of scarcity, supply and demand, market structures, the role of government, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine the key economic philosophies and economists who have and continue to influence economic decision-making.

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Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Scarcity and Economic Reasoning

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| <p>Overview: Students will explore how limited resources restrict the goods and services that people may want and how consumers must choose some things and give up others. Students will consider systems and means created to meet and manage the issues of scarcity.</p> | | |
| E.01 | Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs. | E |
| E.02 | Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services. | E, G |
| E.03 | Explain reasons for voluntary exchange, including positive and negative incentives. | E |
| E.04 | Describe the basic characteristics and explain the functions of money, including: its role as a medium of exchange, store of value, and unit of account. | E |
| E.05 | Compare and contrast how the various modern economic systems (market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom? | C, E, P |
| E.06 | Use a production possibilities curve to explain the concepts of: <ul style="list-style-type: none"> • Choice • Growth • Opportunity cost • Productivity • Scarcity • Tradeoffs • Unemployment | E |
| E.07 | Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx | C, E, H, P |

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| E.08 | Identify and explain the following broad goals of economic policy: <ul style="list-style-type: none"> • Efficiency • Equity • Freedom • Full employment • Growth • Price stability • Security | E |
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Supply and Demand

Overview: Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a free-market economy.

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| E.09 | Define supply and demand, provide relevant examples, and consider <i>ceteris paribus</i> (i.e., all things being equal). | E |
| E.10 | Identify factors that cause changes in market supply and demand. | E, G, P |
| E.11 | Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. | E |
| E.12 | Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages. | E |
| E.13 | Describe how supply and demand determine equilibrium price, and graph examples on a curve. | E |
| E.14 | Describe causes of shortages and surpluses. | E, G |
| E.15 | Analyze effects of shortages and surpluses on supply and demand. | E, G |

Market Structures

Overview: Students will understand the organization and role of business firms and analyze the various types of market structures in a market economy, emphasizing the United States' experience.

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| E.16 | Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. | E |
| E.17 | Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. | E |
| E.18 | Define stock, and describe the connections among capital, stock markets, banks, and the economy. | E, P |
| E.19 | Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers. | E |
| E.20 | Summarize the role and historical impact of economic institutions (such as labor unions, multinationals, and nonprofit organizations) within market economies. | E, H |
| E.21 | Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition. | E |
| E.22 | Explain how competition impacts pricing and production in market structures. | E |
| E.23 | Identify laws and regulations adopted in the U.S. to promote competition among firms. | E, H, P |
| E.24 | Explain ways that firms engage in price and non-price competition. | E |
| E.25 | Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies (such as utilities). | E, P |
| E.26 | Demonstrate how firms with market power can determine price and output. | E |
| E.27 | Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity. | E |
| E.28 | Describe potential factors that influence the earnings of workers. | E |

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The Role of Government

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| Overview: Students will analyze perspectives on the roles of government in a market economy and explore means of financing and influencing the economy through the American experience. | | |
| E.29 | Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds. | E, P |
| E.30 | Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets. | E, H, P |
| E.31 | Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them. | E, P, T |
| E.32 | Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education). | E, H, P |
| E.33 | Explore potential national debt management strategies, considering their feasibility and implications. | C, E, H, P, T |
| E.34 | Describe the purpose, role, and function of the Federal Reserve. | E, H, P |
| E.35 | Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy. | E, P |
| E.36 | Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making. | E, P |
| E.37 | Compare the various schools of thought on governmental intervention in the economy, including: classical (Adam Smith), demand-siders (John Maynard Keynes), the Austrian school (Friedrich Hayek), supply-siders (Arthur Laffer), and Monetarists (Milton Friedman). | E, H, P |
| E.38 | Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights). | E, H, P |

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National Economic Performance

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| Overview: Students will understand how various models and instruments describe economic performance. | | |
| E.39 | Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated. | E, P |
| E.40 | Define externalities, and identify examples of them. | E |
| E.41 | Identify the different causes of inflation, and analyze inflation's impact. | C, E, P |
| E.42 | Explain the role of banks and other financial institutions in the economy of the U.S. | E, P |
| E.43 | Differentiate between different types of unemployment (e.g., structural, functional, seasonal, underemployment, and cyclical). | E, G, P |
| E.44 | Describe the impact of investment and consumer debt as it relates to the national economy. | E, P |

Trade

Overview: Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

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| E.45 | Explain the benefits of trade among individuals, regions, and countries. | E, G, P |
| E.46 | Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage. | E, G |
| E.47 | Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers. | E, G, P, T |
| E.48 | Define trade deficit, and identify reasons why trade deficits exist. | E, P |
| E.49 | Explain how changes in exchange rates impact the purchasing power of people in the U.S. and other countries. | E, G, P |
| E.50 | Evaluate the arguments for and against free trade. | E, G, P |

PSYCHOLOGY | P

Course Description: Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, as well as memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

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Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
|--------|--|
| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Scientific Inquiry Domain

Research Methods, Measurement, and Statistics

Overview: Students will describe research methods and measurements used to study behavior and mental processes. Students will identify ethical issues in research with human and animal subjects. Students will also explain basic concepts of data analysis.

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| P.01 | Describe the scientific method and its role in psychology. |
| P.02 | Describe and compare a variety of quantitative and qualitative research methods, including: <ul style="list-style-type: none">• Correlations• Experiments• Focus groups• Interviews• Narratives• Surveys |
| P.03 | Explain systematic procedures used to improve the validity of research findings, including external validity. |
| P.04 | Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research. |
| P.05 | Identify ethical standards psychologists must follow regarding research with human participants. |
| P.06 | Explain descriptive statistics and qualitative data and how they are used by psychological scientists. |
| P.07 | Define correlation coefficients, and explain their appropriate interpretation. |
| P.08 | Interpret graphical representations of data, as used in both quantitative and qualitative methods, and explain other statistical concepts, such as statistical significance and effect size. |
| P.09 | Explain how validity and reliability of observation and measurements relate to data analysis. |

Biopsychology Domain

Biological Bases of Behavior

Overview: Students will explore the structure and function of the nervous system in humans and describe the interaction between biological factors and experience. Students will also describe and discuss methods and issues related to biological advances.

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| P.10 | Identify and describe the major structures of the brain. |
| P.11 | Identify and describe the methodology, including the tools, used to study the brain. |
| P.12 | Identify and discuss the functions of the central nervous system. |
| P.13 | Discuss issues related to scientific advances in neuroscience and genetics. |
| P.14 | Identify and describe the structure and function of the endocrine system and the impact on human behavior, including hormonal effects on the immune system. |
| P.15 | Describe the interactive effects of heredity and environment. |
| P.16 | Describe and discuss the role of genetics in human behavior. |

Sensation & Perception

Overview: Students will explain the processes of sensation and perception and describe the interaction between people and the environment to determine perception.

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| P.17 | Discuss the interaction between the processes of sensation and perception. |
| P.18 | Describe the auditory sensory and visual sensory systems. |
| P.19 | Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesia, and vestibular sense. |
| P.20 | Explain Gestalt's principles of perception. |
| P.21 | Explain how experiences and expectations influence perception. |

Consciousness

Overview: Students will examine both consciousness and unconsciousness, focusing on sleeping patterns, functions, and disorders. Students will also explore the impact of drugs and relaxation techniques on consciousness.

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| P.22 | Describe the relationship between conscious and unconscious processes. |
| P.23 | Describe the circadian rhythm and its relation to sleep. |
| P.24 | Explain the functions of sleep and dreams. |
| P.25 | Identify types of sleep disorders and methods of treatment. |
| P.26 | Explain how culture and expectations influence the use of drugs, including psychoactive drugs and their effects. |
| P.27 | Describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each. |

Lifespan Development

Overview: Students will examine and describe methods, issues, and theories in lifespan development, including prenatal development, infancy, childhood, adolescence, adulthood, and aging.

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| P.28 | Explain the interaction of environmental and biological factors in lifespan development, including the role of the brain in all aspects of development. |
| P.29 | Distinguish methods used to study lifespan development. |
| P.30 | Identify cognitive, moral, and social development theories. |
| P.31 | Describe physical development from conception through birth, and identify influences on prenatal development. |
| P.32 | Describe the physical, motor, and perceptual development of infants. |
| P.33 | Describe the physical, motor, and cognitive development of children. |
| P.34 | Describe the physical, motor, cognitive, and moral changes that occur during adolescence. |
| P.35 | Describe the major physical, cognitive, and social changes that accompany adulthood and aging. |
| P.36 | Explain how nature and nurture influence human growth and development. |
| P.37 | Examine issues related to the end of life. |

Social Interactions

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| Overview: Students will explore social cognition, social influence, and social relations. | |
| P.38 | Describe the relationship between attitudes (implicit and explicit) and behavior, including attributes associated with different types of behavior. |
| P.39 | Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms. |
| P.40 | Examine the nature and effects of stereotyping, prejudice, and discrimination. |
| P.41 | Identify influences on aggression and conflict. |
| P.42 | Examine factors that influence attraction and relationships. |

Sociocultural Diversity

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| Overview: Students will examine social and cultural diversity and diversity among individuals. | |
| P.43 | Define culture and diversity. |
| P.44 | Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms. |
| P.45 | Explain how social power structures relate to stereotypes, prejudice, and discrimination. |
| P.46 | Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society. |
| P.47 | Interpret psychological research to examine differences in individual, cognitive, and physical abilities. |

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Learning, Memory, and Intelligence

Overview: Students will explore the process of learning as well as the process, types, disorders, and retrieval of memory. Students will also describe and discuss cognitive processes and intelligence along with their roles within human development.

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| P.48 | Explain the process of learning, including principles of operant and classical conditioning as well as methods of observation. |
| P.49 | Describe the differences between learning, reflexes, and fixed-action patterns. |
| P.50 | Describe the processes of memory, including encoding, storage, and retrieval. |
| P.51 | Identify the types of memory, and describe memory disorders, including amnesias and dementias. |
| P.52 | Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories. |
| P.53 | Describe the cognitive processes involved in understanding information. |
| P.54 | Define processes involved in problem-solving and decision-making. |
| P.55 | Discuss intelligence as a general factor in examining human growth and development. |
| P.56 | Identify current methods of assessing human abilities, including the role of reliability and validity in determining appropriate assessments. |
| P.57 | Discuss the influences of biological, cultural, and environmental factors on intelligence. |

Psychological Disorders

Overview: Students will explore perspectives on abnormal behavior and categories of psychological disorders.

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| P.58 | Describe and discuss psychologically abnormal behavior, and examine how the stigma impacts relationships. |
| P.59 | Describe historical and cross-cultural views of abnormality and major models of abnormality. |
| P.60 | Analyze the impact of psychological disorders on the individual, family, and society. |
| P.61 | Describe the availability of treatment for psychological disorders and the impact of treatment options on society. |

SOCIOLOGY | S

Course Description: Students will explore the ways sociologists view society and how they study the social world. Students will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The following standards reflect those recommended by the American Sociological Association ([ASA National Standards for High School Sociology](#)).

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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.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

The Sociological Point of View

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| Overview: Students will be introduced to the study of sociology and the sociological perspective, including major theoretical perspectives and methods of sociological research. | | |
| S.01 | Define sociology as a field of study, and describe its origins. | C, H |
| S.02 | Compare and contrast sociology with other social sciences. | C |
| S.03 | Explain how hypothesis testing is applied in sociology, including the concepts of dependent and independent variables. | C |
| S.04 | Evaluate the strengths and weaknesses of major methods of sociological research (i.e., surveys and interviews, experiments, observations, content analysis, etc.). | C |
| S.05 | Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction, etc.). | C |
| S.06 | Evaluate various ethical issues in the study of sociology (e.g., confidentiality, consent, anonymity, and risk of harm). | C |

The Role of Culture in Society

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| Overview: Students will analyze the nature of culture and the role it plays for the individual and society. | | |
| S.07 | Describe components of culture (e.g., nonmaterial culture, norms and values, material culture, subcultures, etc.). | C |
| S.08 | Explain how the various components of culture form a whole culture. | C |
| S.09 | Define and give examples of cultural norms (e.g., folkways, morality, taboos, laws, social expectations, manners, etc.). | C |
| S.10 | Compare and contrast various cultures of the world. | C, G |
| S.11 | Explain how language reflects and transmits culture (e.g., code switching, slang, regional differences, etc.). | C |
| S.12 | Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values, etc.). | C |
| S.13 | Describe how the social structure of a culture affects social interaction. | C |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Functions and Structures of Social Institutions

Overview: Students will learn how to deconstruct and evaluate culture and social structure through social institutions, individual roles and statuses, and the process of change.

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| S.14 | Identify and evaluate the functions of social institutions (e.g., family, education, religion, economy, government, etc.). | C, E, P |
| S.15 | Evaluate the role and effectiveness of social institutions. | C |
| S.16 | Explain how social problems can be a result of ineffective institutions (e.g., crime, poverty, etc.). | C, P |
| S.17 | Explain how social institutions and cultures change and evolve due to historical changes, globalization, the internet age, countercultures, and social movements. | C, E, H |
| S.18 | Distinguish status from role. | C |

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Self, Groups, Socialization, and Deviance

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| <p>Overview: Students will examine groups and the individuals within society and understand that society influences groups and individuals and groups and individuals influence society in a reciprocal fashion.</p> | | |
| S.19 | Define and distinguish among social groups, formal organizations, and social institutions. | C, P |
| S.20 | Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups, etc.). | C |
| S.21 | Describe group roles, their dynamics, and their impact on group behavior. | C |
| S.22 | Explain the process of the social construction of the self (e.g., I and Me, role-taking, generalized other, identity, etc.). | C |
| S.23 | Define socialization, and identify and describe the primary agents of socialization (i.e., family, peers, media, schools, religion, etc.). | C |
| S.24 | Examine the processes of socialization throughout one's lifespan. | C |
| S.25 | Define deviance, and describe conformity with and deviation from cultural norms. | C |
| S.26 | Differentiate among various explanations or theories for deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory, etc.). | C |
| S.27 | Analyze various social control techniques (e.g., informal social control, formal social control, stigma, criminalization, etc.). | C |
| S.28 | Examine the American criminal justice system's response to deviant behavior. | C |

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Stratification and Social Inequality

Overview: Students will evaluate systems of stratification and how socialization and group membership affect individuals' social status. Students will analyze factors that produce opportunities and advantages for some and disadvantages for others.

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| S.29 | Identify common patterns of social inequality (i.e., privilege, poverty, power, race, ethnicity, class, gender, etc.). | C |
| S.30 | Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals etc.). | C |
| S.31 | Explain how social institutions distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality. | C |
| S.32 | Examine a school or community's response to deviant behavior. | C |

TENNESSEE HISTORY | TN

Course Description: Students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee’s indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee’s modern economy and society.

This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all U.S. History courses (i.e., 4th grade, 5th grade, 8th grade, and U.S. History) can use the following standards to elaborate on Tennessee history.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
|--------|--|
| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

| | |
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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Indigenous Peoples of Tennessee (c. 10,000-1,000 BCE)

Overview: Students will examine the indigenous peoples of Tennessee and the impact of European exploration on the region.

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| TN.01 | Describe changes in life in the Tennessee-region from the late ice age through the Archaic period. | C, G, H, T |
| TN.02 | Compare and contrast features of life during the Woodland and Mississippian periods. | C, E, G, H, P, T |
| TN.03 | Analyze the customs and traditions of American Indians located in the Tennessee region prior to European contact, including: <ul style="list-style-type: none"> • Cherokee • Chickasaw • Creek • Iroquois • Shawnee | C, E, G, H, P, T |
| TN.04 | Describe the impact of European exploration in the Tennessee region, including the significance of Christopher Columbus, Hernando de Soto, and Juan Pardo. | C, G, H, T |

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TCA—Tennessee Code Annotated: These standards are legally required to be taught.

The Struggle for Tennessee’s Frontier (1600s-1700s)

Overview: Students will discuss settlement in the Tennessee region, evaluate the effects of trade and migration on the region, and analyze Tennessee’s role in the American Revolution.

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| TN.05 | Describe the influx of British and French settlers and fur traders in the Tennessee region and their impact on American Indian tribes. | C, E, G, H, T |
| TN.06 | Describe the contest between the British, the French, and American Indians for land in the Tennessee region prior to the French and Indian War. | C, E, G, H, T |
| TN.07 | Describe the effects of migration into the Tennessee region, including the development of the Watauga and Cumberland Settlements. | C, G, H, T |
| TN.08 | Identify episodes of fighting that occurred in the Tennessee region during the American Revolution (e.g., Battle of Kings Mountain) and the effects of American victory on the area. | G, H, P, T |

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From Territory to Statehood (1784-1796)

Overview: Students will identify reasons for the settlement of Tennessee, discuss conflicts between settlers and American Indians, and examine the process of Tennessee becoming a state.

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| TN.09 | Identify reasons for the foundation and failure of the independent state of Franklin in 1784. | E, G, H, P, T |
| TN.10 | Analyze the effects of land speculation on settlement in the Territory South of the River Ohio (i.e., the Southwest Territory). | E, G, H, T |
| TN.11 | Analyze the conflicts between early Tennessee settlers and American Indians. | E, G, H, T |
| TN.12 | Describe the events and trace the process of Tennessee achieving statehood in 1796. | H, P, T |
| TN.13 | Describe major features of the Tennessee Constitution of 1796. (T.C.A. §49-6-1028) | P, T, TCA |

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Tennessee's Coming of Age (1796-1812)

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| Overview: Students will evaluate reasons for the growth of the three grand divisions of Tennessee, the lives of various populations, and the role of Tennessee in the War of 1812. | | |
| TN.14 | Analyze the growth of Middle Tennessee in the early 1800s in power and influence, including the relocation of the capital. | C, E, G, H, P, T |
| TN.15 | Describe the distribution of slaves between the three grand divisions of Tennessee, the lives of free blacks and slaves, and the role of Tennesseans in the early abolition movement (e.g., Elihu Embree). | C, G, H, T |
| TN.16 | Describe aspects of farm life, work, religion, and community for families in early Tennessee. | C, E, H, T |
| TN.17 | Describe the economy of Tennessee in the early 19 th century. | E, T |
| TN.18 | Describe the New Madrid Earthquakes of 1811-12 and the resulting effects on the land and culture of Tennessee. | C, G, H, T |
| TN.19 | Describe Tennessee's involvement in the War of 1812 (e.g., Tennessee volunteers, Felix Grundy, Andrew Jackson, etc.), and analyze the role of American Indians during the war. | G, H, P, T |
| TN.20 | Describe the significance of the Mississippi River, the Chickasaw Treaty, and the introduction of cotton in the rapid growth of Memphis and West Tennessee. | E, G, H, P, T |

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Tennessee's Golden Age (1812-1860)

Overview: Students will examine the changes to Tennessee's economy, contributions of important Tennesseans, and the growth of slavery in Tennessee prior to the Civil War.

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| TN.21 | <p>Explain the importance of transportation, technology, and geography in Tennessee's growing involvement in the national economy after the War of 1812, including the significance of:</p> <ul style="list-style-type: none"> • Emergence of cash crops (e.g., cotton, tobacco) • Natchez Trace • Road improvements • Steamboats | E, G, H, T |
| TN.22 | Describe the contributions of Presidents Andrew Jackson and James K. Polk to Tennessee and American history. | C, H, P, T |
| TN.23 | Describe the impact of the Indian Removal Act and the Trail of Tears on Tennessee. | G, H, P, T |
| TN.24 | <p>Discuss the contributions of important figures during Tennessee's "golden age", including:</p> <ul style="list-style-type: none"> • John Bell • Newton Cannon • William Carroll • David Crockett • Ephraim Foster • Sam Houston • James J. Jones • Sequoyah • Hugh Lawson White | C, E, H, P, T |
| TN.25 | Describe the development of slavery in Tennessee from 1800 to 1860, including the distribution of slaves and conflicting attitudes among the three grand divisions. | C, E, G, H, T |
| TN.26 | Discuss the importance of the Nashoba Community and Free Hill as settlements for freed slaves. | C, G, H, T |

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Tennessee: A Time of Troubles (1860-1865)

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| Overview: Students will examine the role of Tennessee and important Tennesseans during the Civil War. | | |
| TN.27 | Explain the causes of the Civil War and how geographic and political divisions impacted Tennessee's secession. | C, E, G, H, P, T |
| TN.28 | Describe Tennessee's role in the Civil War, including: <ul style="list-style-type: none"> • Sieges of Fort Henry and Fort Donelson • Battle of Shiloh • Battle of Stones River • Chattanooga Campaign • Johnsonville Campaign • Battle of Franklin • Battle of Nashville | G, H, T |
| TN.29 | Identify the contributions of Tennesseans during the Civil War, including: <ul style="list-style-type: none"> • Sam Davis • William Driver • David Farragut • Nathan Bedford Forrest • Isham Harris • Andrew Johnson • Sam Watkins | H, P, T |

Tennessee during Reconstruction (1865-1890)

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| Overview: Students will analyze the impact of Reconstruction on Tennessee, including the effects on the population, rise of the Ku Klux Klan, efforts of the Freedmen’s Bureau, and writing of a new state constitution. | | |
| TN.30 | Describe how the Civil War impacted various populations in Tennessee (e.g., African-Americans, American Indians, and women). | C, E, G, H, P, T |
| TN.31 | Explain William Brownlow’s role in the development of Reconstruction. | H, P, T |
| TN.32 | Discuss the impeachment of President Andrew Johnson and its impact both nationally and in Tennessee. | H, P, T |
| TN.33 | Describe the rise, influence, and opposition of the Ku Klux Klan in Tennessee. | C, H, P, T |
| TN.34 | Explain the development and efforts of the Freedmen’s Bureau schools, including Fisk University. | C, H, T |
| TN.35 | Identify early elected black lawmakers and leaders in Tennessee (e.g., Sampson Keeble and William Yardley), and determine their significance. | H, P, T |
| TN.36 | Explain the development of the 1870 Tennessee Constitution. (T.C.A. § 49-6-1028) | H, P, T, TCA |
| TN.37 | Identify exodusters (e.g., Benjamin “Pap” Singleton), and describe their experiences. | C, E, G, H, T |

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Tennessee in the New South (1890s)

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| Overview: Students will identify the changes in Tennessee post-Reconstruction. | | |
| TN.38 | Explain developments in Tennessee’s farming and industry during the late 19 th century. | C, E, G, H, P, T |
| TN.39 | Describe the social, economic, and political changes to Tennessee in the post-Reconstruction era, and identify the laws put in place to exclude black lawmakers by 1890. | C, E, H, P, T |
| TN.40 | Discuss the impact of the Yellow Fever epidemic on Memphis. | C, G, H, P, T |
| TN.41 | Describe the events that led to the Coal Creek Wars in Anderson and the surrounding counties over the state of Tennessee’s decision to replace coal miners with prisoners. | C, G, H, P, T |
| TN.42 | Describe Tennessee’s Centennial Exposition, and explain its significance. | C, H, P, T |
| TN.43 | Analyze the effect of Jim Crow laws on Tennessee, and identify the efforts of advocates for African Americans, including the significance of: W.E.B. DuBois, James Napier, and Mary Church Terrell. | C, H, P, T |

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Tennessee: Reform and War (1900-1945)

Overview: Students will learn about the major events, people, and moments in Tennessee history in the first half of the 20th century and the effect they had on the nation.

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| TN.44 | Summarize the influence of and reactions to the temperance movement in Tennessee, including the murder of Senator Edward Carmack. | C, H, P, T |
| TN.45 | Describe influential Tennesseans of this era, their impact on the suffrage movement, and why Tennessee is known as the “Perfect 36”, including the significance of: Harry Burn, Anne Dallas Dudley, and A.H. Roberts. | C, H, P, T |
| TN.46 | Explain Tennessee’s connection to World War I, including the impact of Alvin C. York and the Alcoa plant. | C, H, P, T |
| TN.47 | Identify Governor Austin Peay and his influence on Tennessee’s infrastructure and education. | C, E, H, P, T |
| TN.48 | Analyze how the Scopes Trial reflected societal tension between tradition and modernity. | C, H, P, T |
| TN.49 | Describe major developments in country music (e.g., Grand Ole Opry, WSM, and the Carter family) and blues music (e.g., Bessie Smith and W.C. Handy) in Tennessee during this era. | C, G, H, T |
| TN.50 | Describe the Great Depression and how New Deal programs impacted Tennesseans, including the significance of: the AAA, CCC, TVA, and the Great Smoky Mountains National Park. | C, E, G, H, P, T |
| TN.51 | Analyze the impact Tennessee innovators (e.g., David Crosthwait and Clarence Saunders) had on the nation. | E, H, T |
| TN.52 | Evaluate Tennessee’s contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull). | C, E, G, H, P, T |

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Tennessee in Modern Times (1945-present)

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| <p>Overview: Students will learn about modern Tennesseans and their significance, recognize the key economic and social developments of Tennessee, and examine Tennessee’s entertainment and business industry.</p> | | |
| TN.53 | Describe major agricultural shifts in Tennessee post-World War II and their impact economically and socially. | C, E, G, H, T |
| TN.54 | Analyze the significance of key Tennesseans on both the state and national level during the 1950s and 1960s, including: Frank Clement, Ed Crump, Al Gore, Sr., Estes Kefauver, and John Seigenthaler. | C, E, H, P, T |
| TN.55 | Describe important Tennessee experiences during the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve). | C, H, P, T |
| TN.56 | Identify major figures of Tennessee involved in the Civil Rights Movement (e.g., Rev. James Lawson, Kelly Miller Smith). | C, H, P, T |
| TN.57 | Describe the purpose of Martin Luther King, Jr.’s presence in Memphis, the circumstances leading to his assassination, and the significance of the placement of the National Civil Rights Museum at the Lorraine Motel. | C, G, H, P, T |
| TN.58 | Discuss the development of rock ‘n’ roll music in Tennessee and its impact on the changing American culture, including the significance of: Elvis Presley, Sun Studio, and Stax Records. | C, H, T |
| TN.59 | Describe cultural developments in Tennessee during the 1970s and 1980s, including: Country Music Hall of Fame, Music Row, Opryland, and the 1982 World’s Fair. | C, E, H, T |
| TN.60 | <p>Identify the contributions of influential Tennesseans of the era, including:</p> <ul style="list-style-type: none"> • Lamar Alexander • Alex Haley • Pat Summitt • Howard Baker • Dolly Parton • Fred Thompson • Al Gore, Jr. • Wilma Rudolph • Oprah Winfrey | C, E, H, P, T |

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| TN.61 | <p>Identify major attractions and events that fuel the tourism industry in Tennessee, including the impact of:</p> <ul style="list-style-type: none"> • Bristol Motor Speedway • Civil War sites • CMA Music Festival • Graceland • Pigeon Forge (Gatlinburg) • State and national parks • Tennessee Aquarium | C, E, G, H, T |
| TN.62 | <p>Discuss the impact of major businesses in Tennessee, such as:</p> <ul style="list-style-type: none"> • AutoZone • Eastman • FedEx • HCA • Nissan • Toyota • Volkswagen | C, E, T |
| TN.63 | <p>Describe significant and/or unique products from Tennessee (e.g., Cracker Barrel, Goo Goo Cluster, Moon Pie, Mountain Dew).</p> | C, E, H, P |

UNITED STATES GOVERNMENT AND CIVICS | GC

Course Description: Students will study the purposes, principles, and practices of American government as established by the Constitution. Students will learn the structure and processes of the government of the state of Tennessee and local governments. Students will recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national level.

DRAFT

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.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

| | |
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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Foundations of Constitutional Government

Overview: Students will explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism.

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| GC.01 | Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta). | C, E, G, P |
| GC.02 | Examine the Declaration of Independence and American grievances against British rule. | H, P |
| GC.03 | Identify the strengths and weaknesses of the Articles of Confederation. | H, P |
| GC.04 | Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists. | H, P |
| GC.05 | Describe the purposes and functions of government as outlined in the Preamble of the Constitution. | P |
| GC.06 | Describe limited government within the Constitution, including: <ul style="list-style-type: none"> • Checks and balances • Civilian control of the military • Federalism • Judicial review • Popular sovereignty • Rule of law • Separation of powers | P |
| GC.07 | Describe the structure of the Constitution and the process to amend it. | P |
| GC.08 | Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028) | C, P, TCA |
| GC.09 | Define the concepts of democracy and republic, and examine the relationship between the two. | 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 Legislative Branch

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| Overview: Students will analyze the function of the legislative branch of the federal government. | | |
| GC.10 | Analyze Article I and the 17 th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively. | H, P |
| GC.11 | Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> . | P |
| GC.12 | Identify leadership positions of the legislative branch, including: <ul style="list-style-type: none"> • Majority and minority leaders • President pro tempore • Role of the vice president • Speaker of the House | P |
| GC.13 | Describe the process of how a bill becomes a law. | P |
| GC.14 | Identify the Tennessee representatives and senators to U.S. Congress. | P |
| GC.15 | Describe the powers of Congress, including: <ul style="list-style-type: none"> • Appropriations • Commerce • Confirmations • Declaration of war • Implied powers • Necessary and proper clause | H, P |

The Executive Branch

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| Overview: Students will analyze the function of the executive branch of the federal government. | | |
| GC.16 | <p>Analyze Article II of the Constitution as it relates to the executive branch, including:</p> <ul style="list-style-type: none"> • Appointments • Commander-in-chief of the military • Eligibility for office • Executive orders • Length of term (22nd Amendment) • Oath of office • Powers of the president • Succession (25th Amendment) • Treaties | H, P |
| GC.17 | <p>Identify departments of the executive branch, including:</p> <ul style="list-style-type: none"> • Defense • Education • Justice • State • Treasury | P |
| GC.18 | <p>Explain the Electoral College system, and compare and contrast arguments for and against it.</p> | G, H, P |

The Judicial Branch

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| Overview: Students will analyze the function of the judicial branch of the federal government | | |
| GC.19 | Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court. | P |
| GC.20 | Explain the processes of selection and confirmation of Supreme Court justices. | P |
| GC.21 | Explain the process of judicial review through <i>Marbury v. Madison</i> . | H, P |
| GC.22 | Describe the Supreme Court's role in determining the constitutionality of laws and acts of the executive branch. | P |

Civil Liberties

Overview: Students will identify various liberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected.

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| GC.23 | <p>Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment, including:</p> <ul style="list-style-type: none"> • <i>Schenck v. United States</i> • <i>Engel v. Vitale</i> • <i>Tinker v. Des Moines</i> • <i>Lemon v. Kurtzman</i> <ul style="list-style-type: none"> • <i>New York Times v. United States</i> • <i>Miller v. California</i> • <i>Texas v. Johnson</i> | H, P |
| GC.24 | Explain the 2 nd Amendment, and evaluate its various interpretations. | P |
| GC.25 | <p>Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments, including:</p> <ul style="list-style-type: none"> • <i>Mapp v. Ohio</i> • <i>Gideon v. Wainwright</i> • <i>Miranda v. Arizona</i> | H, P |
| GC.26 | <p>Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:</p> <ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i> • <i>Gitlow v. New York</i> • <i>Brown v. Board of Education</i> • <i>Roe v. Wade</i> | H, P |
| GC.27 | Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act. | H, P |

Tennessee State and Local Government

Overview: Students will identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government.

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| GC.28 | Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee. | P, T |
| GC.29 | Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state's government. | P, T |
| GC.30 | Identify the current governor of Tennessee and the representatives in the General Assembly (for the respective district). | P, T |

Citizen Participation

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| Overview: Students will examine the responsibilities and opportunities of a citizen of the U.S. | | |
| GC.31 | <p>Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> • Being informed on civic issues • Obeying the law • Paying taxes • Respecting the rights of others • Serving as a juror • Serving in the military or alternative service • Volunteering and performing public service • Voting | P |
| GC.32 | Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections. | P |
| GC.33 | Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion. | P |
| GC.34 | <p>Describe the means that citizens use to participate in the political process, including:</p> <ul style="list-style-type: none"> • Campaigning • Demonstrating • Lobbying • Petitioning • Running for office • Voting | P |
| GC.35 | Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test. | P |

UNITED STATES HISTORY AND GEOGRAPHY | US

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. that resulted from the Civil Rights Movement, the Cold War, and recent events and trends. Additionally, students will learn 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 since 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 U.S. history standards. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society.

This course is the second of a two-year survey of U.S. history and geography, picking up from 8th grade's study of U.S. history and geography.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

The Rise of Industrialization (1877-1900)

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| <p>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.</p> | | |
| 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 |
| US.04 | 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: <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 | 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: <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 |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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| 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 • 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 |

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.

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| 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. DuBois. (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, 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 La Follette, Sr. • President Theodore Roosevelt • Upton Sinclair • Lincoln Steffens • Ida Tarbell | C, H, P |
| 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 |

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| US.16 | Analyze the significant progressive achievements during President Theodore Roosevelt's administration, including: the Square Deal, "trust-busting", the Pure Food and Drug Act, the Meat Inspection Act, and 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 system. | 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 19 th 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. to its role as a world power in the 20th century and examine the country's place in World War I.

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| US.19 | Assess the causes of American imperialism in the late 19 th and early 20 th 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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| US.26 | Analyze the political, economic, and social ramifications of World War I on the home front, including: the role played by women and minorities, voluntary rationing, the Committee on Public Information, opposition by conscientious objectors, and the <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)

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| Overview: Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I. | | |
| 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, including: flappers, birth control, clerical and office jobs, and the rise of women’s colleges. | C, E, H |

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| US.35 | <p>Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> • First Red Scare • Immigration Quota Acts of the 1920s • Resurgence of the Ku Klux Klan • Efforts of Ida B. Wells • Emergence of Garveyism • 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 | <p>Analyze the causes of the Great Depression, including:</p> <ul style="list-style-type: none"> • Overextension of credit • Bank failures • Overproduction in agriculture and manufacturing • Laissez-faire politics • Buying on margin • Excess consumerism • Rising unemployment • Crash of the stock market • High tariffs | 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 | <p>Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including:</p> <ul style="list-style-type: none"> • Works Progress Administration • Social Security • Federal Deposit Insurance Corporation • Securities and Exchange Commission • Fair Labor Standards Act • Agricultural Adjustment Act • Civilian Conservation Corps • National Recovery Administration • Tennessee Valley Authority | 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, considering the implications for the nation at home and abroad.

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| US.45 | Explain the rise and spread of fascism, communism, and totalitarianism internationally. | 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 |
| 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 Eisenhower • Adolph Hitler • Douglas MacArthur • George C. Marshall • Benito Mussolini • Franklin D. Roosevelt • Joseph Stalin • Hideki Tojo • Harry 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 442 nd Regimental Combat team, the 101 st Airborne, and the Navajo Code Talkers. | C, H, T |
| 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 |

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| 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 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 | Describe the war's impact on the home front, including: rationing, bond drives, propaganda, movement to cities and industrial centers, the Bracero program, conversion of factories for wartime production, and the 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. | 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. | H, P, T |

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Cold War (1947-1991)

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| Overview: Students will analyze the response of the U.S. to communism after World War II. | | |
| 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: the domino theory, the 38 th parallel, the Battle of Inchon, the entry of the communist Chinese, and the final disposition of the Koreans. | E, G, H, P |
| US.63 | Explain Cold War policies during the Eisenhower administration, including brinksmanship and "peaceful coexistence". | C, E, H, P |
| US.64 | Explain the fears of Americans surrounding nuclear holocaust and 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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| US.66 | <p>Describe the causes, course, and consequences of the Vietnam War, including:</p> <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: President Richard Nixon’s detente, President Jimmy Carter’s SALT Treaties, President Ronald Reagan and Mikhail Gorbachev’s INF Treaty, and the fall of the Berlin Wall. | C, G, H, P |

A Nation in Transition (1950s-1963)

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

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| 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 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, such as beatniks and the progression of popular music (from swing to rhythm and blues to rock ‘n’ roll), and the significance of Tennessee in music, including the influence of Sun Studio, Stax Records, B.B. King, and Elvis Presley. (T.C.A. § 49-6-1006) | C, 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)

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| <p>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)</p> | | |
| 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 and opponents 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 • Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville) • March on Washington • 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 (e.g., Fair Housing Act), and the 24 th 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)

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| Overview: Students will examine important events and trends from the 1960s to the present. | | |
| 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 | Interpret 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 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 |
| US.89 | Analyze the significance of President Ronald Reagan’s administration, including: <ul style="list-style-type: none"> • Revitalization of national pride • Reaganomics • Iran-Contra affair • “War on Drugs” • Strategic Defense Initiative • AIDS epidemic | C, E, G, H, P |

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| 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"> • Welfare-to-work • Balanced budget • NAFTA • 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, the wars in Afghanistan and Iraq, and continuing 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"> • Hillary Clinton • Sandra Day O’Connor • Nancy Pelosi • Colin Powell • Condoleezza Rice | 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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WORLD GEOGRAPHY | WG

Course Description: Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will explore where phenomena occur and reasons why phenomena occur in those locations. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies. Students will also explore various topics, including geographic skills and tools, physical processes, natural resources, cultural geography, political geography, population and migration, economic development and interdependence, and urbanization.

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Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Geographic Skills and Tools

Overview: Students will learn foundational geographic concepts, including how to use maps, globes, and geospatial technologies. Students will also utilize their geographic content knowledge and apply these skills within the study of world regions and processes. These standards are meant to be addressed and implemented in the following unit and throughout the duration of the course.

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| WG.01 | Explain geography as a field of inquiry, differentiate between physical and human geography, describe the importance of the spatial perspective, and use spatial thinking skills to analyze global issues. | G |
| WG.02 | Synthesize geographic information from a variety of sources to analyze both human and physical processes in the world's regions, countries, and cities. | G |
| WG.03 | Explain the use of major geographic concepts (e.g., globalization, location, pattern, place, region, scale, site, and situation). | C, G |
| WG.04 | Define the concept of region, identify different types (e.g., formal, functional, perceptual), and give examples. | C, G, P |
| WG.05 | Define mental map, and explain its usefulness in geographic analysis. | G |
| WG.06 | Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title. | G |
| WG.07 | Identify, use, and evaluate the usefulness of different types of map projections (e.g., Mercator, Robinson, Goode's Homolosine). | G, H |
| WG.08 | Create and compare physical, political, and thematic maps (e.g., choropleth, dot density, proportional symbol, isoline, cartogram). | G, P |
| WG.09 | Analyze patterns and processes at different scales (e.g., local, national, regional, global). | G, P, T |
| WG.10 | Describe the importance of geospatial technologies (i.e., GIS, GPS, remote sensing), and apply them in relevant contexts. | G |

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| WG.11 | Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. | C, E, G, H, P |
| WG.12 | Relate current events to the physical and human characteristics of place and regions. | C, E, G, H, P |

Physical Process, Natural Resources, and the Environment

Overview: Students will examine the concepts and elements of physical geography, analyze how physical processes have shaped the Earth's surface, and explain how the presence of natural resources (or lack thereof) influences the distribution of human populations and activities.

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| WG.13 | Describe ways in which different types of physical and natural processes create and shape the surface of the Earth. | G, H |
| WG.14 | Describe how unique weather patterns impact geography and population distribution of a region (e.g., drought, earthquakes, floods, hurricanes, tornadoes). | C, G, H |
| WG.15 | Describe how societies modify and adapt to the environment, and explain how technology impacts the ability to do so. | C, G, H |
| WG.16 | Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges (e.g., access to fresh water, energy resources, irrigation, transportation, type of housing). | C, E, G, H |
| WG.17 | Explain how humans are affected by and depend on the physical environment and its resources. | G, H |
| WG.18 | Analyze the distribution of natural resources, how they have impacted the economies of various world regions, and their connections to global trade. | E, G, H |
| WG.19 | Identify examples of scarcity in and around specific world regions. | E, G |

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Cultural Geography

Overview: Students will study culture from a geographic perspective. Students will begin by identifying the predominant culture traits that shape the cultural landscape in each major world region. Students will then will use this knowledge to make comparisons between regions and analyze changing cultural patterns.

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| WG.20 | Define the concept of culture and its components (e.g., culture hearth, culture traits, material and nonmaterial culture, etc.). | C, G |
| WG.21 | Explain how physical geography and economic practices shape the cultural landscapes of various regions. | C, G, H, P |
| WG.22 | Locate, describe, and compare major cultural characteristics in the regions of North, Central, and South America. | C, G, H, P |
| WG.23 | Locate, describe, and compare major cultural characteristics in the regions of Europe. | C, G, H, P |
| WG.24 | Locate, describe, and compare major cultural characteristics in the regions of Sub-Saharan Africa. | C, G, H, P |
| WG.25 | Locate, describe, and compare major cultural characteristics in the regions of North Africa and Southwest Asia. | C, G, H, P |
| WG.26 | Locate, describe, and compare major cultural characteristics in the regions of East, South, and Southeast Asia. | C, G, H, P |
| WG.27 | Locate, describe, and compare major cultural characteristics of regions in the South Pacific and Oceania. | C, G, H, P |
| WG.28 | Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies. | C, G, H, P |
| WG.29 | Describe the challenges of clearly defining cultural regions around the world. | C, G, H |

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Political Geography

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| Overview: Students will analyze the political divisions of the Earth’s surface as well as differentiate between the types of political divisions and how those divisions create opportunities for conflict and cooperation among people. | | |
| WG.30 | Define and differentiate between nation, state, and nation-state. | C, G, H, P |
| WG.31 | Explain and analyze the reasons for the creation of different political divisions (e.g., state, nation-state, federal states, unitary states, electoral districts). | C, G, H, P |
| WG.32 | Describe different types of political boundaries (i.e., cultural and physical) and shapes (e.g., compact, fragmented, elongated, prorupted, perforated), and explain benefits and drawbacks associated with each. | C, G, H, P |
| WG.33 | Analyze the changes between historical political maps and modern political maps, explain how and why political borders change, and describe the impact of these changes on populations (e.g., the former USSR, the former Yugoslavia, Israel, South Asia, Africa, etc.). | C, G, H, P |
| WG.34 | Define, give examples, and evaluate supranational organizations and their roles (e.g., the United Nations, European Union, NATO, etc.). | E, G, H, P |

Population and Migration

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| <p>Overview: Students will examine factors that affect the distribution, growth, and movement of human populations around the world. Students will compare and analyze both population and migration patterns across major world regions.</p> | | |
| WG.35 | Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources. | C, E, G, H, P, T |
| WG.36 | Analyze the characteristics (e.g., age, gender, life expectancy, natural increase rate) of populations at different scales (e.g., global, national, local) using census data and population pyramids. | C, G, H, T |
| WG.37 | Define and give examples of economic, social, political, and environmental push and pull factors | C, E, G, H, P, T |
| WG.38 | Define and give examples of voluntary, forced, interregional, and intraregional migration patterns. | C, G, H, P, T |
| WG.39 | Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental). | C, E, G, H, P, T |
| WG.40 | Describe the impact and challenges of migration on both the sending and receiving countries. | C, E, G, H, P |

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Economic Development and Interdependence

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| Overview: Students will examine global patterns of economic development and interactions as well as the impact of physical geographic features on these patterns. Students will analyze and evaluate patterns of economic interdependence between countries and regions. | | |
| WG.41 | Differentiate between developed and developing countries, and evaluate how economic and social indicators are used to determine a country's level of development. | C, E, G, H, P |
| WG.42 | Analyze the spatial distribution and patterns of developed and developing countries. | E, G, H |
| WG.43 | Define comparative advantage, and evaluate how a country leverages its access to land, labor, and capital to expand trade. | E, G, H |
| WG.44 | Identify physical, economic, cultural, and political factors that influence the locations and patterns of economic activities, trade, and economic development. | C, E, G, H, P |
| WG.45 | Describe how goods and services are exchanged on local, national, and global levels, including bartering, monetary exchange, and transportation. | E, G, P, T |
| WG.46 | Interpret and analyze a chart, graph, or resource map of major imports and exports of goods and services. | E, G, T |
| WG.47 | Analyze the global patterns and networks of economic interdependence (e.g., dependence on resources, use of low cost labor, the new international division of labor, etc.). | E, G |
| WG.48 | Locate, describe, and evaluate the formation of trade blocs throughout the world (e.g., EU, NAFTA, ASEAN, CARICOM, etc.). | E, G, H, P |

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Urbanization

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| Overview: Students will analyze trends and patterns of urban growth around the world. Students will explore reasons for urban growth in certain locations and evaluate the challenges that result from urban growth and decline. | | |
| WG.49 | Describe reasons for increasing urbanization around the world and the economic, social, and political implications. | C, E, G, H, P |
| WG.50 | Locate both the largest and fastest growing cities in the world, and analyze their locations using the concepts of site and situation. | C, G, P |
| WG.51 | Explain how the function and roles of towns and cities change over time, applying the concepts of urban hierarchy and central place theory. | C, G, P, T |
| WG.52 | Describe how cities are structured, including their unique roles and characteristics. | C, E, G, P, T |
| WG.53 | Describe the challenges of urban areas (e.g., access to public services, affordability of housing, discrimination, gentrification, overpopulation, pollution, sprawl, transportation, zones of abandonment). | C, E, G, P, T |

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WORLD HISTORY AND GEOGRAPHY| W

Course Description: Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

This course is a continuation of the 6th and 7th grade survey courses of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to help students build a foundational understanding of the world. Appropriate informational texts and primary sources will be used in order to deepen the understanding of world history and geography. Special emphasis will be placed on the contemporary world and its impact on students today.

Grades 9-12 Social Studies Practices

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

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| SSP.01 | <p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) ● Field observations/landscape analysis ● Artifacts ● Media and technology sources |
| SSP.02 | <p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments |
| SSP.03 | <p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation |

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| SSP.04 | <p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions |
| SSP.05 | <p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present |
| SSP.06 | <p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global) ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment |

Age of Revolution (1750-1850)

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| <p>Overview: Students will analyze the English efforts to limit the power of monarchs, the Age of Enlightenment, the American Revolution, and the French Revolution and discuss their enduring effects on political expectations for self-government and individual liberty.</p> | | |
| W.01 | Describe the concept of the divine right of kings as well as the features, strengths, and weaknesses of European absolutism, including: Louis XIV, Versailles, and Peter the Great. | C, H, P |
| W.02 | Compare documents about limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights). | H, P |
| W.03 | Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. | C, E, H, P |
| W.04 | Examine the causes and consequences of the English Civil War. | C, G, H, P |
| W.05 | Identify the major causes of the French Revolution, including the impact of: <ul style="list-style-type: none"> • American Revolution • Conflicting social classes • Economic factors • Enlightenment political thought • Government corruption and weakness | C, E, G, H, P |
| W.06 | Summarize the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France’s government from constitutional monarchy to democratic despotism to the Napoleonic Empire. | C, E, G, H, P |
| W.07 | Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte’s empire. | C, G, H, P |
| W.08 | Identify how the ideas of the Enlightenment inspired Thomas Jefferson and the Declaration of Independence, and compare the American Revolution with the French Revolution. | C, G, H, P |
| W.09 | Explain the effects of the French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution. | C, G, H, P |

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The Industrial Revolution (1750s-1900s)

Overview: Students will analyze the emergence of the Industrial Revolution in Europe and the geographic, economic, political, and social implications of the changes that resulted from it.

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| W.10 | Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America. | C, E, G, H, P |
| W.11 | Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital. | E, G, H |
| W.12 | Analyze how geographic and cultural features were an advantage or disadvantage to the diffusion of the Industrial Revolution. | C, G, H |
| W.13 | Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between slave labor and the growth of industrial economies. | C, E, G, H, P |
| W.14 | Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes. | C, E, G, H, P |
| W.15 | Evaluate the industrialization of Europe in terms of <ul style="list-style-type: none"> • Social benefits (e.g., increases in productivity and life expectancy) • Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) • Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation) | C, E, G, H, P |
| W.16 | Compare and contrast the rise of the following economic theories as a result of industrialization: capitalism, communism, and socialism. | C, E, H, P |

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Nationalism and Imperialism (1850-1914)

Overview: Students will analyze patterns of European nationalism and imperialism, including the cultural, geographic, and political effects on colonized regions.

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| W.17 | Define nationalism, and explain how nationalism, cultural geography, and physical geography contributed to the unification of nations, such as Germany and Italy. | C, G, H, P |
| W.18 | Describe the rise of anti-Semitism in Europe during this time period. | C, G, H, P |
| W.19 | Define imperialism, and analyze reasons for 19 th century imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization. | C, E, G, H, P |
| W.20 | Describe the natural resources and geographic features of Africa, their role in attracting European economic interests, and their impact on global trade. | C, E, G, H, P |
| W.21 | Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires. | C, E, G, H, P |
| W.22 | Describe successful (e.g., Ethiopia) and unsuccessful (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism. | C, G, H, P |
| W.23 | Describe the importance of India to the British Empire, the Suez Canal as a connection between Britain and India, and India's reaction to British rule. | C, E, G, H, P |
| W.24 | Explain the growing influence of the western powers on China from the Opium Wars through the Boxer Rebellion. | C, E, G, H, P |
| W.25 | Explain cultural diffusion, and describe the diffusion of cultures between Europe, Africa, and Asia as a result of European imperialism. | C, G, H, P |
| W.26 | Analyze Japan's abandonment of isolationism, its embrace of technological and political changes, and its consequent rise as an imperial power in the late 19 th century. | C, E, G, H, P |

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| W.27 | Describe the natural resources and geographic features of Central and South America, their role in attracting American and European economic interests, and their impact on global trade. | C, E, G, H, P |
| W.28 | Compare and contrast the impact of economic imperialism on Central and South America with the impact of imperialism on other parts of the world. | C, E, G, H, P |

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World War I through the Depression (1910s-1930s)

Overview: Students will analyze the causes and course of World War I, the military, economic, and political effects, and the causes and consequences of the global depression of the 1930s.

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| W.29 | Explain how tensions between nations and states contributed to regional conflicts of the era. | C, E, G, H, P |
| W.30 | Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I. | C, E, G, H, P |
| W.31 | Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I. | C, E, G, H, P |
| W.32 | Analyze the importance of geographic factors in military decision-making, and determine the principal theaters and significance of major battles in World War I (e.g., Battles of the Marne, Verdun, the Somme, etc.). | G, H, P |
| W.33 | Explain how the entrance of the U.S. and the exit of Russia affected the course and outcome of World War I. | C, G, H, P |
| W.34 | Define total war, and describe its effect on European civilian populations, including: industrial production of war materials, women as war workers, food shortages, and naval/submarine blockades. | C, E, G, H, P |
| W.35 | Describe the effects of World War I, including the significance of: <ul style="list-style-type: none"> • Armenian Genocide • Collapse of major empires • Economic losses • Environmental changes • Loss of human life • Movement of populations • Spread of disease | C, E, G, H, P |
| W.36 | Compare the goals of leading nations (i.e., U.S., France, Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany. | C, E, G, H, P |

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| W.37 | Analyze the shifts in geopolitical boundaries post-World War I resulting from the Treaty of Versailles and the League of Nations mandate system. | E, G, H, P |
| W.38 | Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War. | C, E, G, H, P |
| W.39 | Analyze the cultural, economic, and intellectual trends of the 1920s. | C, E, H, T |
| W.40 | Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: <ul style="list-style-type: none"> • Overproduction • Unemployment • Inflation • Restrictive trade policies • Postwar economic relationships between the U.S. and Europe | E, G, H, P, T |

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Rise of Totalitarianism and World War II (1930s-1945)

Overview: Students will analyze the rise of fascism and totalitarianism after World War I, the causes and course of World War II, and the military, economic, and political effects of the war.

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| W.41 | Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes. | C, E, G, H, P |
| W.42 | Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Josef Stalin’s totalitarian regimes. | C, E, G, H, P |
| W.43 | Analyze the role of geographic features and natural resources in increasing tensions prior to and during World War II. | E, G, H, P |
| W.44 | Compare the Italian, German, and Japanese efforts to expand their empires in the 1930s, including the invasion of Ethiopia, German militarism, and atrocities in China. | C, E, G, H, P |
| W.45 | Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the U.S. prior to the outbreak of World War II. | E, G, H, P |
| W.46 | Describe how geography and technology (e.g., airplanes, advanced medicine, propaganda, radar) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing. | E, G, H, P |
| W.47 | Describe the geography and outcomes of major battles and turning points of World War II in both the European and Pacific theaters, including: <ul style="list-style-type: none"> • Battle of Britain • Battle of Midway • Battle of Stalingrad • Battle of Normandy • Battle of the Bulge | G, H, P |

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| W.48 | Describe the roles of leaders during World War II, including the significance of: <ul style="list-style-type: none"> Winston Churchill Adolf Hitler Benito Mussolini Franklin D. Roosevelt Josef Stalin Hideki Tojo Harry S. Truman | H, P |
| W.49 | Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain reasons why many Jews were unable to leave. | C, E, G, H, P |
| W.50 | Define the term genocide, and explain what happened to Jews in Nazi controlled lands, how Holocaust experiences differed, and what efforts were made to resist by individuals, groups, and nations. | C, G, H, P |
| W.51 | Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences. | G, H, P, T |
| W.52 | Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. | C, G, H, P, T |
| W.53 | Describe the cultural, economic, geographic, and political effects of World War II, including the following: <ul style="list-style-type: none"> Casualties of the war (military and civilian) Changes to geopolitical boundaries Creation of the United Nations Destruction of cultural heritage Division of Germany Impact of the Nuremberg trials Refugees and displaced populations | C, E, G, H, P, T |
| W.54 | Summarize the nature of reconstruction in Europe after 1945, including both the economic and political purposes of the Marshall Plan. | C, E, G, H, P |
| W.55 | Explain the origins and significance of the establishment of the State of Israel, and describe the reactions by surrounding Arab countries to the United Nations' decision to establish Israel. | C, G, H, P |
| W.56 | Describe the economic and military power shift at the end of World War II, such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan. | C, E, G, H, P |

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Cold War (1945-1991)

Overview: Students will analyze and examine events and changes that resulted from the post-World War II rivalry between communist and democratic governments.

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| W.57 | Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China. | C, E, G, H, P |
| W.58 | Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers. | C, E, G, H, P |
| W.59 | Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe. | G, H, P |
| W.60 | Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions. | C, E, G, H, P |
| W.61 | Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and U.S. | E, G, H, P |
| W.62 | Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful. | C, G, H, P |
| W.63 | Describe the competition in Asia between the Soviet Union and U.S., including the wars in Korea and Vietnam as examples of proxy wars. | C, E, G, H, P |
| W.64 | Explain reasons for the rapid decline of communist systems in the late 1980s, including: <ul style="list-style-type: none"> • Economic inefficiency • Unsustainable military spending • Mikhail Gorbachev’s reforms • Mass protests in Eastern Europe and China • 1991 Soviet coup d’état | C, E, G, H, P |
| W.65 | Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe. | C, E, G, H, P |

Creation of New States and Decolonization (1940s-1980s)

Overview: Students will analyze the development of new states that resulted from post-World War II decolonization, migration, political change, economic development, and ideological conflict.

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| W.66 | Explain the push and pull factors of migration. | C, E, G, H, P, T |
| W.67 | Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. | C, E, G, H, P |
| W.68 | Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi). | C, G, H, P |
| W.69 | Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser). | C, E, G, H, P |
| W.70 | Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson Mandela and the African National Congress. | C, G, H, P |
| W.71 | Analyze the political, economic, ethnic, and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption). | C, E, G, H, P |
| W.72 | Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in several Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua. | C, E, G, H, P |
| W.73 | Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans. | C, G, H, P |
| W.74 | Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda, and the former Yugoslavia. | C, G, H, P |
| W.75 | Explain the causes and effects of German reunification on both West and East Germany. | C, E, G, H, P |
| W.76 | Analyze the response of Arab countries to the creation of the State of Israel and the peace processes in the Middle East, including the Camp David and Oslo Accords. | C, E, G, H, P |

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Understanding the Contemporary World (1980s- present)

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| Overview: Students will analyze the major developments and globalization in the world since the end of the Cold War. | | |
| W.77 | Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data. | C, G, H, P |
| W.78 | Explain the challenges of rapid population growth on developing countries (e.g., China and India) and of population decline in developed countries (e.g., Germany, Japan, and Sweden), and give examples of policies implemented to both slow and increase population growth. | C, E, G, H, P |
| W.79 | Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era. | C, E, G, H, P |
| W.80 | Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication. | C, E, G, H, P |
| W.81 | Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era. | C, E, G, H, P, T |
| W.82 | Analyze how technology has intensified patterns of globalization and led to the idea of the space-time compression, containerization, and computer technology. | C, E, G, H |
| W.83 | Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system. | E, G, H, P |
| W.84 | Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership. | C, E, G, H, P |
| W.85 | Analyze the causes and effects of an increased role of South and East Asian countries in the global economy. | E, G, H, P |
| W.86 | Describe the international importance and rapid economic development of the oil-rich Persian Gulf states. | C, E, G, H, P |
| W.87 | Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources. | E, G, H, P |

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| W.88 | Describe governing ideologies, conflicts among nations (e.g., Persian Gulf War), and popular religious or democratic movements in the Middle East/North Africa. | C, G, H, P |
| W.89 | Analyze the causes and consequences of terrorism and international efforts to counteract it. | C, E, G, H, P, T |

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