

Correlation of Social Studies Standards, Government and Civics

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
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.01	Cite textual evidence and evaluate multiple points of view to analyze the influence of ancient Greek, Roman, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, Jean Jacques Rousseau, and William Blackstone on the development of United States government.
GC.02	Examine the Declaration of Independence and American grievances against British rule.	H, P	NEW	NEW STANDARD
GC.03	Identify the strengths and weaknesses of the Articles of Confederation.	H, P	NEW	NEW STANDARD

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
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	Summarize (CC) with supporting evidence why the Founding Fathers established a constitutional system that limited the power of government. (H, P)
			GC.06	Describe the systems of enumerated and shared powers, the role of organized interests (Federalist Number 10), checks and balances (Federalist Number 51), the importance of an independent judiciary (Federalist Number 78), implied powers, rule of law, federalism, popular sovereignty, and civilian control of the military. (P)
GC.05	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.	P	GC.03	Describe the purposes and functions of government as outlined in the Preamble to the Constitution and demonstrate an understanding of current application of those purposes and functions by identifying current government actions related to each of the six purposes.(P)
GC.06	Describe limited government within the Constitution, including : • Checks and balances • Civilian control of the military • Federalism • Judicial review • Popular sovereignty • Rule of law • Separation of powers	P	GC.06	Describe the systems of enumerated and shared powers, the role of organized interests (Federalist Number 10), checks and balances (Federalist Number 51), the importance of an independent judiciary (Federalist Number 78), implied powers, rule of law, federalism, popular sovereignty, and civilian control of the military. (P)
			GC.20	Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P)
GC.07	Describe the structure of the Constitution and the process to amend it.	P	GC.10	Describe in order the steps of the process through which the Constitution can be amended. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
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.07	Analyze how the Bill of Rights limits the powers of the federal government and state governments. (P)
			GC.35	Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy). (P)
GC.09	Define the concepts of democracy and republic, and examine the relationship between the two.	P	NEW	NEW STANDARD
GC.10	Analyze Article I and the 17th 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.09	Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)
GC.11	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i>.	P, T	GC.30	Examine information in diverse formats and media to analyze trends in voter turnout and the causes and effects of reapportionment and redistricting. (P)
GC.12	Identify leadership positions of the legislative branch, including: • Majority and minority leaders • President pro tempore • Role of the vice president • Speaker of the House	P	GC.09	Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
GC.13	Describe the process of how a bill becomes a law.	P	GC.09	Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)
			GC.10	Describe in order the steps of the process through which the Constitution can be amended. (P)
			GC.21	Analyze the processes of lawmaking, including the role of lobbying and the media. (P)
GC.14	Identify the Tennessee representatives and senators to U.S. Congress.	P, T	GC.62	Identify current representatives (per the student's respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans. (P, TN)
			GC.11	Identify current representatives from Tennessee in the legislative branch of the national government. (P, TN)
GC.15	Describe the powers of U.S. Congress, including: • Appropriations • Commerce • Confirmations • Declaration of war • Implied powers • Necessary and proper clause	H, P	GC.09	Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
GC.16	Analyze Article II of the Constitution as it relates to the executive branch, including: • 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.12	Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P)
GC.17	Identify major departments of the executive branch, including: • Defense • Education • Justice • State • Treasury	P	GC.12	Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P)
			GC.24	Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)
GC.18	Explain the Electoral College system, and compare and contrast arguments for and against it.	G, H, P	GC.12	Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P)
			GC.31	Analyze the function of the Electoral College. (H, P)
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.13	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P)
			GC.23	Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)
GC.20	Explain the processes of selection and confirmation of Supreme Court justices.	P	GC.14	Explain the processes of selection and confirmation of Supreme Court justices. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
GC.21	Explain the process of judicial review established by <i>Marbury v. Madison</i> .	H, P, T	GC.17	Assess and cite textual evidence to evaluate the effects of the United States Supreme Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> and the arguments espoused by each side in these cases. (H, P)
GC.22	Describe the Supreme Court's role in determining the constitutionality of laws and acts of the legislative and executive branches.	P, T	GC.23	Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P)
GC.23	Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1 st Amendment, including: • <i>Schenck v. United States</i> • <i>Engel v. Vitale</i> • <i>Tinker v. Des Moines</i> • <i>Lemon v. Kurtzman</i> • <i>New York Times v. United States</i> • <i>Miller v. California</i> • <i>Texas v. Johnson</i>	H, P, T	GC.15	Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P) • <i>Mapp v. Ohio</i> • <i>Tinker v. Des Moines</i> • <i>Engel v. Vitale</i> • <i>Schenck v. United States</i> • <i>Gideon v. Wainwright</i> • <i>Brandenburg v. Ohio</i> • <i>Texas v. Johnson</i> • <i>Reno v. American Civil Liberties Union</i>
GC.24	Explain the 2nd Amendment, and evaluate its various interpretations.	P, T	NEW	NEW STANDARD

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
GC.25	Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments , including: • <i>Mapp v. Ohio</i> • <i>Gideon v. Wainwright</i> • <i>Miranda v. Arizona</i>	H, P, T	GC.15	Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P) • <i>Mapp v. Ohio</i> • <i>Tinker v. Des Moines</i> • <i>Engel v. Vitale</i> • <i>Schenck v. United States</i> • <i>Gideon v. Wainwright</i> • <i>Brandenburg v. Ohio</i> • <i>Texas v. Johnson</i> • <i>Reno v. American Civil Liberties Union</i>
			GC.18	Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P) • <i>Plessy v. Ferguson</i> • <i>Brown v. Board of Education</i> • <i>Miranda v. Arizona</i> • <i>Regents of the University of California v. Bakke</i> • <i>United States v. Virginia (VMI)</i> • <i>New Jersey v. TLO</i> • <i>Roe v. Wade</i> • <i>Korematsu v. United States</i> • <i>Hazelwood v. Kuhlmeier</i>

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GC.26	Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment , equal protection, and due process clauses, including: • <i>Plessy v. Ferguson</i> • <i>Gitlow v. New York</i> • <i>Brown v. Board of Education</i> • <i>Roe v. Wade</i> • <i>Obergefell v. Hodges</i>	H, P, T	GC.18	Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: (H, P) • <i>Plessy v. Ferguson</i> • <i>Brown v. Board of Education</i> • <i>Miranda v. Arizona</i> • Regents of the University of California v. Bakke • <i>United States v. Virginia (VMI)</i> • <i>New Jersey v. TLO</i> • <i>Roe v. Wade</i> • <i>Korematsu v. United States</i> • <i>Hazelwood v. Kuhlmeier</i>
			GC.48	Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (<i>United States v. Carolene Products</i> , <i>Adarand Constructors v. Peña</i>). (C, 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, T	GC.48	Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (<i>United States v. Carolene Products</i> , <i>Adarand Constructors v. Peña</i>). (C, H, P)
GC.28	Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee.	P, T	GC.23	Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)
			GC.56	Explain the hierarchy and functions of the Tennessee court system, including the distinction between Chancery and circuit courts and identify the current chief justice of the state supreme court. (P, TN)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
			GC.57	Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)
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 government.	P, T	GC.23	Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)
			GC.55	Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee and the balance between the grand divisions within the state. (P, TN)
			GC.58	Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P, TN)
			GC.59	Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)
GC.30	Identify the current governor of Tennessee and the representatives in the General Assembly (for a student's respective district).	P, T	GC.62	Identify current representatives (per the student's respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans. (P, TN)
			GC.63	Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)
GC.31	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,	C, P, T	GC.37	Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
	including: • 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		GC.38	Connect insights gained from appropriate informational text to describe the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (P)
			GC.39	Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling certain obligations and respecting the rights of others. (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, T	GC.25	Analyze the origin, development, and role of political parties. (H, P)
			GC.26	Explain the history of the nomination process for presidential candidates and the increasing importance of and difference between primaries, caucuses and general elections. (H, 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, T	GC.21	Analyze the processes of lawmaking, including the role of lobbying and the media. (P)
			GC.32	Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)
			GC.33	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)
			GC.34	Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
GC.34	Describe the means that citizens use to participate in the political process, including: <ul style="list-style-type: none"> • Campaigning • Demonstrating • Lobbying • Petitioning • Running for office • Voting 	P, T	GC.21	Analyze the processes of lawmaking, including the role of lobbying and the media. (P)
			GC.28	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)
			GC.60	Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P, TN)
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, T	GC.40	Explain how one becomes a citizen of the United States, including the process of naturalization. (P)