

Alternative Social Studies Testing Structure

The testing structure for social studies reflects both the number of operational assessment items and the number of field test assessment items.

Grade	Administration Window*
3-5	Multiple untimed sessions <ul style="list-style-type: none"> 24 multiple choice items (20 operational items and 4 field test items)

* Teachers may administer the assessment in as many sessions as necessary throughout the entire administration window.

TCAP Grades 3-5 Alternate Social Studies Blueprints 2017-18

The blueprints reflect only operational assessment items.

Grade 3		
Content	# of items	% of test
C1: Geography	4-5	20-25
3.3	Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.	
3.4	Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.	
C2: North and South America	6-8	30-40
3.18	Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S.	
3.22	Identify major physical features on a map: Rivers—Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee; Mountains—Alaska Range, Appalachian, Cascade, Rockies; Bodies of Water—Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific; Deserts—Death Valley, Great Basin; Landforms—Grand Canyon.	
3.26	Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange.	
3.28	Discuss the structure and purpose of government.	
C3: Europe, Africa, Australia, Asia, and Antarctica	7-9	35-40
3.42	Identify major physical features of the continent: Mountains—Alps, Gibraltar; Bodies of Water—Arctic Ocean, Mediterranean Sea.	
3.44	Interpret a chart, graph, or resource map of major imports and exports.	
3.49	Identify major physical features of the continent: Rivers—Congo, Niger, Nile; Mountains—Kilimanjaro, Mt. Kenya, Atlas Mountains; Deserts—Sahara; Bodies of Water—Indian Ocean, Lake Victoria, Southern Ocean; Landforms—Cape of Good Hope.	
3.52	Interpret a chart, graph, or resource map of major imports and exports.	
Grade 4		

Content		# of items	% of test
C1: The Americas before Exploration & The Age of Exploration		2-3	10-15
4.4	Trace the routes of early explorers and describe the early explorations of the Americas, including: Christopher Columbus, Ferdinand Magellan, Amerigo Vespucci, Robert de La Salle, Hernando de Soto, Henry Hudson, Jacques Cartier.		
C2: Colonization and Independence (1600-1789)		2-3	10-15
4.10	Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges.		
4.18	Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude.		
4.20	Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: long hunters, Daniel Boone- Wilderness Road, Thomas Sharpe Spencer, William Bean, Dr. Thomas Walker.		
4.23	Explain how political, religious, and economic ideas and interests brought about the Revolution, including: resistance to imperial policy (Proclamation of 1763), the Stamp Act, the Townshend Acts, taxes on tea, "taxation without representation," Coercive Acts.		
4.28	Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy.		
C3: Creating a New Government		0	0
	N/A		
C4: The New Nation's Westward Expansion and the Growth of the Republic (1790-1850)		7-9	35-45
4.45	Label and 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 statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston.		
4.47	Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont.		
4.48	Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate.		
4.56	Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: Treaty of New Echota; John Ross; Trail of Tears		

Grade 5		
Content	# of items	% of test
C 1: Prior to Civil War and The Civil War and Reconstruction (1860-1877)	6-8	30-40
5.2	Interpret the sectional difference between the North and the South in economics, transportation, and population.	
5.6	Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families.	
5.12	Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.	
5.15	Explain the contributions of Tennesseans during the war, including: Nathan Bedford Forrest, Sam Watkins, Andrew Johnson, Matthew Fontaine Maury, Sam Davis.	
C2: Industrial America and Westward Expansion	3-4	15-20
5.27	Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads.	
5.37	Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt.	
C3: World War I, the Roaring Twenties, and World War II	4-6	20-30
5.46	Evaluate the role of Tennessee as the "Perfect 36" and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women's suffrage and Josephine Pearson's opposition.	
5.49	Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens.	
C4: The Modern United States	3-4	15-20
5.64	Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee.	
5.65	Analyze the key events and struggles during the Civil Rights Movement, including: Brown v. Board of Education; Non-violent protest and the influence of the Highlander Folk School; Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee; Montgomery Bus Boycott and Rosa Parks; Tent Cities in Fayette and Haywood Counties; Nashville Sit-Ins and Diane Nash; Freedom Riders; Dr. Martin Luther King, Jr. (CEHP)	

