

## **Tennessee History**

While revising the standards, the Educator Advisory Team, as well as the Standards Recommendation Committee, ensured that students are exposed to the totality of our shared history. Throughout K-12 social studies, students are exposed to, and re-exposed to Tennessee history content. This comes during Kindergarten (e.g., Tennessee flag), 1<sup>st</sup> grade (e.g., products and industries in Tennessee), 2<sup>nd</sup> grade (e.g., locating the state capital), 3<sup>rd</sup> grade (e.g., Fort Loudoun), 4<sup>th</sup> grade (e.g., Battle of Shiloh), 8<sup>th</sup> grade (e.g., Cumberland Gap), and High School U.S. History (e.g., Benjamin “Pap” Singleton). Additionally, a required semester of Tennessee history can be found in 5<sup>th</sup> grade and an elective course in Tennessee history is offered at the high school level. Because of the inclusion of this content, students will leave their K-12 academic career with an understanding of Tennessee’s place in the United States.

## KINDERGARTEN SOCIAL STUDIES: The World Around Us

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been stuck through (~~example~~) have been removed.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., K.01 refers to Kindergarten, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
K.01	Describe familiar people, places, things, and events within a student’s home, school, and community.	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.	K.02	Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
K.03	Distinguish between wants and needs.	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.04	Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
K.05	Give examples of how people use money to make purchases.	K.07	Give examples of how people use money to make purchases.
K.06	Explain <b>the connection between</b> saving money and <b>meeting future needs</b> .	K.05	Explain the benefits of saving money.
K.07	Recognize and describe different types of jobs, including work done in the home, school, and community.	K.06	Recognize and describe different types of jobs, including work done in the home, school, and community.
K.08	<b>Use the language of location</b> (e.g. up, down, near, far, left, right, in front of, and behind) <b>to describe a students’ location, items on a map, and items in the classroom.</b>	K.08	Use personal directions such as: up, down, near, far, left, right, in front of, and behind.
K.09	Define what a map represents.	K.09	Explain what a map <del>and globe</del> represent.
K.10	Recall the student’s and/or school’s street address, city/town, and state.	K.10	Recall the student’s and/or school’s street address, city/town, and state.
K.11	Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.	K.12	Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.
K.12	Recognize the name, <b>image</b> , and role of the current President of the U.S.	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.13	Describe roles of authority figures in the home, school, and community, including caregivers, teachers, school principal, police officers, and fire/rescue workers.	K.15	Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
K.14	Explain how rules and laws <b>provide guidance</b> for authority, fairness, and responsibility ( <b>e.g. safety and cooperation</b> ).	K.11	<del>Give examples of the following concepts:</del> authority, fairness, responsibility, and rules.
		K.16	Explain the <del>purpose</del> of rules and laws.
K.15	Use correct words and phrases related to chronology and time, including: <ul style="list-style-type: none"> <li>• Now</li> <li>• Later</li> <li>• Long ago</li> <li>• Before</li> <li>• After</li> <li>• Morning</li> <li>• Afternoon</li> <li>• Night</li> <li>• Today</li> <li>• Tomorrow</li> <li>• Yesterday</li> <li>• Last</li> <li>• Next</li> <li>• Week</li> <li>• Month</li> <li>• Year</li> </ul>	K.17	Use correct words and phrases related to chronology and time, including: <ul style="list-style-type: none"> <li>• Now</li> <li>• Later</li> <li>• Long ago</li> <li>• Before</li> <li>• After</li> <li>• Morning</li> <li>• Afternoon</li> <li>• Night</li> <li>• Today</li> <li>• Tomorrow</li> <li>• Yesterday</li> <li>• Last</li> <li>• Next</li> <li>• Week</li> <li>• Month</li> <li>• Year</li> </ul>
K.16	Name the days of the week and months of the year.	K.18	Identify days of the week and months of the year.
K.17	Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events.	K.19	Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.
K.20	Identify the following holidays, and describe why we celebrate them: <ul style="list-style-type: none"> <li>• Martin Luther King, Jr. Day</li> <li>• Presidents' Day</li> <li>• Independence Day</li> <li>• Thanksgiving</li> <li>• Veterans Day</li> <li>• <b>Juneteenth</b></li> <li>• <b>Labor Day</b></li> </ul>	K.20	Identify and discuss the following holidays, and analyze why we celebrate them: <ul style="list-style-type: none"> <li>• Martin Luther King, Jr. Day</li> <li>• Presidents' Day</li> <li>• Independence Day/<del>July 4th</del></li> <li>• Thanksgiving</li> <li>• Veterans Day</li> </ul>

## FIRST GRADE SOCIAL STUDIES: Tennessee's Place in the United States

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 1.01 refers to Grade 1, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
1.01	Describe <b>the components of culture (e.g., food, clothing, traditions, recreation)</b> of a student's community and state.	1.01	Describe <del>the cultural aspects of a place, including</del> a student's community and state.
1.02	Define multiculturalism as many different cultures living within a 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.	1.03	Compare and contrast family traditions and customs among different cultures within a student's community and state
1.04	Distinguish how people are consumers and producers of goods and services.	1.06	Distinguish how people are consumers and producers of goods and services.
1.05	Give examples of products (i.e., goods) that people buy and use.	1.04	Give examples of products (goods) that people buy and use.
1.06	Give examples of services that people (i.e., producers) provide.	1.05	Give examples of services (producers) that people provide.
1.07	Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).	1.07	Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
1.08	Assess factors (i.e., needs and wants) that could influence a person to use or save money.	1.08	<del>Determine the difference between basic needs and wants, and provide examples of each.</del>
		1.09	Assess factors that could influence a person to use or save money.
1.09	Recognize basic map symbols, including cities, land, roads, and water.	1.10	Recognize basic map symbols, including: cities, land, roads, and water.
1.10	Locate on a map Tennessee, <b>Memphis</b> , Nashville, <b>Knoxville</b> , <b>Chattanooga</b> , and Washington, D.C.	1.11	Locate Tennessee, Nashville, and Washington, D.C. on a U.S. map.
1.11	Use cardinal directions (i.e., <b>North</b> , <b>South</b> , <b>East</b> , <b>West</b> ) on a map.	1.12	Use cardinal directions on a map.
1.12	Distinguish the difference between a lake, mountain, ocean, and river.	1.13	Distinguish the difference between a lake, mountain, ocean, and river.
1.13	Identify <b>and locate</b> on a map the three grand divisions of Tennessee <b>and their borders (i.e., Mississippi River, Tennessee River, Appalachian Mountains).</b>	1.14	Identify the three grand divisions of Tennessee on a map.
1.14	Identify the name, <b>image</b> , and role of Tennessee's Governor and the U.S. President.	1.15	Identify the Governor and the President, <del>and explain their</del> roles.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
1.15	Recognize <b>and explain</b> the role of the mayor as the leader of a town/city/county.	1.20	Recognize that a mayor is the leader of a town/city, and explain his/her role.
1.16	Distinguish the differences between rules and laws and give examples of each.	1.17	Distinguish the differences between rules and laws, and give examples of each.
1.17	Explain that voting is a way of making choices and decisions.	1.19	Explain that voting is a way of making choices and decisions.
1.18	Define citizenship, and recognize traits of good citizens (e.g., respecting the rights of others, voting, and following laws).	1.18	Define citizenship, and recognize traits of good citizens, <del>such as</del> respecting the rights of others, voting, following laws, <del>etc</del>
1.19	Explain the importance of patriotic traditions (e.g., Pledge of Allegiance and National Anthem) and respectful behavior during both.	1.16	Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.
1.20	Identify Tennessee symbols, including the state flag, state tree ( <b>i.e., tulip poplar</b> ), state flower ( <b>i.e., iris</b> ), state bird ( <b>i.e., mockingbird</b> ), state animal ( <b>i.e., raccoon</b> ), and the significance of the state nickname.	1.21	Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.
1.21	Arrange the events from a student’s life in chronological order.	1.22	Arrange the events from a student’s life in chronological order.
1.22	Interpret information from simple timelines, including past, present, and future events.	1.23	<del>Use correct words and phrases related to chronology and time, including:</del> past, present, and future
		1.24	Interpret information from simple timelines.
1.23	Compare ways people lived in the past to how they live today, including forms of communication, modes of transportation, types of clothing, <b>and forms of recreation.</b>	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.
1.24	Identify and describe the events and/or people celebrated during the following national holidays, and examine why we celebrate them: <ul style="list-style-type: none"> <li>• Martin Luther King, Jr. Day</li> <li>• Presidents’ Day</li> <li>• Memorial Day</li> <li>• <b>Juneteenth</b></li> <li>• Independence Day/July 4th</li> <li>• <b>Labor Day</b></li> <li>• Columbus Day/<b>Indigenous Peoples’ Day</b></li> <li>• Veterans’ Day</li> <li>• Thanksgiving Day</li> </ul>	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"> <li>• Martin Luther King, Jr. Day</li> <li>• Presidents’ Day</li> <li>• Memorial Day</li> <li>• Independence Day/July 4th</li> <li>• Columbus Day</li> <li>• Veterans’ Day</li> <li>• Thanksgiving Day</li> </ul>

## SECOND GRADE SOCIAL STUDIES: Life in the United States

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 2.01 refers to 2<sup>nd</sup> Grade, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
2.01	Compare and contrast beliefs, customs, ceremonies, and traditions of various cultures represented in the United States.	2.02	Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.
2.02	Distinguish how people from various cultures in the <b>students'</b> community and nation share principles and <b>common</b> goals.	2.03	Distinguish how people from various cultures in the community and nation share principles, <del>goals, and traditions</del> .
		2.01	<del>Identify various cultural groups within the U.S.</del> and the students' community.
2.03	Examine different types of producers and consumers in the United States.	2.04	Examine different types of producers and consumers in the U.S.
2.04	Recognize major U.S. industries and their products, including agriculture, manufacturing, tourism, and transportation.	2.05	Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
2.05	Explain why and how <b>industries and/or businesses in the United States</b> advertise to sell a product or service.	2.09	Explain why and how <del>producers</del> advertise to sell a product or service
2.06	<b>Define the concepts</b> of supply and demand.	2.06	<del>Analyze how</del> supply and demand <del>influence production</del>
2.07	Differentiate between imports and exports.	2.07	Differentiate between imports and exports.
2.08	<b>Describe</b> how imports and exports help to meet the needs of people in the United States.	2.08	<del>Evaluate</del> how imports and exports help to meet the needs of people in the U.S
2.09	Explain that budgets <b>can be used to ensure needs are met and financial goals are achieved</b> .	2.10	Describe the purpose of a budget.
2.10	Compare how maps and globes depict geographical information in different ways.	2.11	Compare how maps and globes depict geographical information in different ways.
2.11	Recognize the differences between physical and political maps.	2.14	Recognize the difference between physical and political maps.
2.12	Use legends, <b>the compass rose</b> , and cardinal <b>and intermediate</b> directions to determine locations on physical and political maps.	2.15	Use legends and cardinal directions to determine locations on physical and political maps.
2.13	Identify and locate on a map the four hemispheres, <b>as defined by the boundaries created by the equator and prime meridian</b> , including the locations of North and South America in the Western Hemisphere.	2.12	Identify and locate the four hemispheres ( <del>i.e., Northern, Southern, Eastern, and Western</del> ), equator, prime meridian, <u>North and South Poles</u> , and the seven continents.
2.14	Compare physical features of the earth, including: • <b>Continent</b>	2.16	Compare physical features of the earth, including: • Island

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• Island</li> <li>• Peninsula</li> <li>• Plain</li> <li>• Plateau</li> <li>• Valley</li> </ul>		<ul style="list-style-type: none"> <li>• <del>Lake</del></li> <li>• <del>Mountain</del></li> <li>• <del>Ocean</del></li> <li>• Peninsula</li> <li>• Plain</li> <li>• Plateau</li> <li>• River</li> <li>• Valley</li> </ul>
2.15	Recognize that the United States is part of the North American continent, and identify the U.S land/water borders including Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.	2.13	Recognize that the U.S. is part of the North American continent, and identify the U.S land/water borders including: Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.
2.16	Locate <b>on a map</b> the following cities and physical features in Tennessee: <ul style="list-style-type: none"> <li>• Cities—Chattanooga, Knoxville, Memphis, Nashville</li> <li>• Rivers—Cumberland, Mississippi, Tennessee</li> <li>• Mountain Range—<b>Appalachian Mountains</b>, including the Great Smoky Mountains</li> </ul>	3.12	Locate the following cities and physical features in Tennessee: <ul style="list-style-type: none"> <li>• Cities—Chattanooga, Knoxville, Memphis, Nashville</li> <li>• Rivers—Cumberland, Mississippi, Tennessee</li> <li>• Mountain Range—Great Smoky Mountains</li> </ul>
2.17	Locate on a map the 8 states that border Tennessee (i.e. Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, Arkansas, Missouri).	<b>NEW</b>	
2.18	Recognize that the United States has a constitution, which is the basis for our nation’s laws.	2.21	Recognize that the U.S. has a constitution, which is the basis for our nation’s laws.
2.19	Recognize that Tennessee has a constitution, which is the basis for our state’s laws.	2.22	Recognize that Tennessee has a constitution, which is the basis for our state’s laws.
2.20	Identify the three branches of U.S. government ( <b>i.e. legislative, executive, and judicial</b> ), and their popular names ( <b>i.e. Congress, the President, and the Supreme Court</b> ).	2.23	Describe the three branches of U.S. government and the basic role of each.
2.21	Recognize that our nation makes laws and that there are consequences for breaking them.	2.24	Recognize that our nation makes laws and that there are consequences for breaking them.
2.22	Identify the rights and responsibilities of U.S. citizens ( <b>e.g., voting, paying taxes, following laws</b> ).	2.25	Identify the rights and responsibilities of citizens of the U.S.
		2.26	<del>Understand that there are laws written to protect</del> citizens’ right to vote.
2.23	Identify the ways one becomes a U.S. citizen (e.g., by birth or naturalization).	2.27	Compare the ways one becomes a citizen (i.e., by birth or naturalization).
2.24	<b>Identify principles of the American constitutional republic</b> , including equality, fair treatment for all, the right to vote, and respect for the property of others.	2.28	<del>Describe the fundamental principles of American democracy</del> , including: equality, fair treatment for all, and respect for the property of others.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
		2.26	<del>Understand that there are laws written to protect citizens' right to vote.</del>
2.25	Identify well-known <b>national monuments</b> and symbols (e.g., <b>Liberty Bell</b> , White House, Statue of Liberty, bald eagle, <b>National Mall memorials</b> ), and examine their significance.	2.20	Identify and examine the significance of well-known national symbols and landmarks, including: <del>Mt. Rushmore</del> , the White House, Statue of Liberty, and bald eagle.
2.26	<b>Define and identify</b> primary and secondary sources.	2.32	<del>Contrast</del> primary and secondary sources.
2.27	Examine the significant contributions of <b>historic figures</b> .	2.29	Examine the significant contributions made by <del>people of the U.S.</del> , including: <ul style="list-style-type: none"> <li>• <del>Neil Armstrong</del></li> <li>• <del>David Crockett</del></li> <li>• <del>Benjamin Franklin</del></li> <li>• <del>Martin Luther King, Jr.</del></li> <li>• <del>Rosa Parks</del></li> <li>• <del>Jackie Robinson</del></li> <li>• <del>Wilma Rudolph</del></li> <li>• <del>Sequoyah</del></li> <li>• <del>George Washington</del></li> </ul>
2.28	Analyze and interpret events placed chronologically on a timeline using terms including years, decades, and centuries.	2.30	Describe periods of time in terms of: <ul style="list-style-type: none"> <li>• <del>Days</del></li> <li>• <del>Weeks</del></li> <li>• <del>Months</del></li> <li>• Years</li> <li>• Decades</li> <li>• Centuries</li> </ul>
		2.31	Analyze and interpret events placed chronologically on a timeline.



Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>Removed due to time constraints</b>	2.01	Identify various cultural groups within the U.S. and the students' community.
	<b>Removed due to flow.</b>	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.
	<b>Removed due to restructuring of Grades 3-5.</b>	2.18	Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.
	<b>Removed due to restructuring of Grades 3-5.</b>	2.19	Recall the origins, meaning, and lyrics of the "Star Spangled Banner".

## THIRD GRADE SOCIAL STUDIES

### The History of the United States: Early Americans to Westward Expansion

The purpose of this document is to highlight content that has been added or removed from the standards. For this grade level, some standards were moved to/from Grades 4 and/or 5, some standards were combined, and others were removed completely. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 3.01 refers to Grade 3, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
3.01	Compare and contrast the geographic regions of North American Indians, and examine the environments' influence on their customs (e.g., housing and clothing)	3.19	Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the <del>Northeast, Southeast, and Plains</del> North American Indians.
3.02	Understand examples of <b>cooperation</b> and conflict between American Indian nations over control of land.	3.20	Describe the conflicts between American Indian nations, including the competing claims for the control of land.
3.03	Identify and locate on a map the countries involved in 16th and 17th century North American exploration, including: <ul style="list-style-type: none"> <li>• France</li> <li>• <b>Great Britain</b></li> <li>• Italy</li> <li>• <b>Portugal</b></li> <li>• Spain</li> </ul>	3.07	Identify and locate major countries, including: <ul style="list-style-type: none"> <li>• <del>India</del></li> <li>• <del>Brazil</del></li> <li>• Italy</li> <li>• <del>China</del></li> <li>• <del>Japan</del></li> <li>• <del>Egypt</del></li> <li>• <del>Russia</del></li> <li>• France</li> <li>• Spain</li> </ul>
3.04	Identify the routes and contributions of early explorers of the Americas, including <b>Jacques Cartier</b> , Christopher Columbus, Hernando de Soto, and Amerigo Vespucci.	3.21	Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, <del>Ferdinand Magellan</del> , and Amerigo Vespucci.
3.05	Examine how American Indians were impacted as result of contact with European explorers, including: <ul style="list-style-type: none"> <li>• Decreased population</li> <li>• Spread of disease (i.e., smallpox)</li> <li>• Increased conflict</li> <li>• Loss of territory</li> <li>• Influence of trade</li> </ul>	3.22	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.
3.06	Explain the significance of the settlement of Jamestown, and the role it played in the founding of the United States.	3.24	Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
3.07	Explain the significance of the settlements of Plymouth and Massachusetts Bay, and the role they played in the <b>founding of the United States.</b>	3.25	Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
3.08	Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen English Colonies influenced their <b>economic and cultural</b> development	3.26	Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.
3.09	Identify the economic, political, and religious reasons for founding the Thirteen English Colonies.	3.27	Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.
3.10	<b>Identify the sources of unpaid labor</b> (i.e., indentured servitude and enslaved persons), <b>and how they affected the development of regional economies.</b> TCA 49-6-1006		
3.11	Identify examples of democratic practices in the Thirteen English Colonies (e.g., representative assemblies and town meetings).	3.28	Identify representative assemblies and town meetings as early democratic practices during the colonial period.
3.12	Explain interactions that existed between colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural exchanges.	3.29	Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.
3.13	Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	4.01 <i>Moved from Grade 4</i>	Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.
3.14	Describe the influence of Benjamin Franklin and his attempts to unify the colonies, including the “Join or Die” political cartoon.	4.02 <i>Moved from Grade 4</i>	Describe the contributions of Benjamin Franklin during this era, including <del>the development of the Albany Plan of Union</del> and the “Join or Die” political cartoon.
3.15	Identify the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	4.03 <i>Moved from Grade 4</i>	Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.
3.16	Explain how political and economic ideas and interests brought about the American Revolution, including: <ul style="list-style-type: none"> <li>• Resistance to imperial policy (e.g., Proclamation of 1763)</li> <li>• The Stamp Act, 1765</li> <li>• <b>The Townshend Acts, 1767</b></li> <li>• Tea Act, 1773</li> <li>• “taxation without representation”</li> <li>• Intolerable/Coercive Acts, 1774</li> <li>• The role of Patrick Henry</li> </ul>	4.04 <i>Moved from Grade 4</i>	Evaluate how political and economic ideas and interests brought about the American Revolution, including: <ul style="list-style-type: none"> <li>• Tea Act, 1773</li> <li>• Resistance to imperial policy</li> <li>• “Taxation without Representation” (Proclamation of 1763)</li> <li>• Intolerable/Coercive Acts, 1774</li> <li>• The Stamp Act, 1765</li> <li>• The role of Patrick Henry</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
3.17	Explain the different forms of protest colonists used to promote change in British policies (e.g., the Boston Tea Party, tarring and feathering, letter writing, and boycotts).	4.05 <i>Moved from Grade 4</i>	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.
3.18	Explain the historical and present-day significance of the Declaration of Independence, including the roles of <b>John Adams</b> , Thomas Jefferson, and John Hancock. (T.C.A. § 49-6-1028)	4.06 <i>Moved from Grade 4</i>	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)
3.19	Determine the importance of the following groups to the American Revolution: <ul style="list-style-type: none"> <li>• Loyalists (i.e., Tories)</li> <li>• Minutemen</li> <li>• <b>Patriots</b></li> <li>• Redcoats</li> <li>• Sons of Liberty</li> </ul>	4.08 <i>Moved from Grade 4</i>	Determine the importance of the following groups to the American Revolution: <ul style="list-style-type: none"> <li>• Loyalists (Tories)</li> <li>• Redcoats</li> <li>• Minutemen</li> <li>• Sons of Liberty</li> </ul>
3.20	Explore major events and battles of the American Revolution (e.g., Midnight Ride of Paul Revere, Battles of Lexington and Concord, Battle of Bunker (Breed's) Hill, Battle of Saratoga, Valley Forge, Battle of Yorktown)	4.09 <i>Moved from Grade 4</i>	Examine major events and battles of the American Revolution, including: <ul style="list-style-type: none"> <li>• Midnight Ride of Paul Revere</li> <li>• Battle of Saratoga</li> <li>• Battles of Lexington and Concord</li> <li>• Valley Forge</li> <li>• Battle of Bunker (Breed's) Hill</li> <li>• Battle of Yorktown</li> </ul>
3.21	Evaluate the contributions made by women during the American Revolution, including: <ul style="list-style-type: none"> <li>• Abigail Adams</li> <li>• Mary Ludwig Hays (Molly Pitcher)</li> <li>• Betsy Ross</li> <li>• Deborah Sampson</li> <li>• Phillis Wheatley</li> </ul>	4.10 <i>Moved from Grade 4</i>	Evaluate the contributions made by women during the American Revolution, including: <ul style="list-style-type: none"> <li>• Abigail Adams</li> <li>• Betsy Ross</li> <li>• Mary Ludwig Hays (Molly Pitcher)</li> <li>• Phillis Wheatley</li> </ul>
3.22	Identify the weaknesses of the Articles of Confederation, including no power to tax and weak central government.	4.11 <i>Moved from Grade 4</i>	Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, <del>and the impact of Shays' Rebellion.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
3.23	Identify the roles of James Madison and George Washington during the Constitutional Convention, and describe the major issues debated, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Distribution of power between the states and federal government</li> <li>• Great Compromise</li> <li>• Slavery and the Three-Fifths Compromise</li> </ul>	4.12 <i>Moved from Grade 4</i>	Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Distribution of power between the states and federal government</li> <li>• Great Compromise</li> <li>• Slavery and the Three-Fifths Compromise</li> </ul>
3.24	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. (T.C.A. § 49-6-1028)	4.13 <i>Moved from Grade 4</i>	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. (T.C.A. § 49-6-1028)
3.25	Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Purposes of government (listed in the Preamble)</li> <li>• Separation of powers</li> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Recognition and protection of individual rights (in the 1st Amendment)</li> </ul>	4.14 <i>Moved from Grade 4</i>	Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Purposes of government (listed in the Preamble)</li> <li>• Separation of powers</li> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Recognition and protection of individual rights (in the 1st Amendment)</li> </ul>
3.26	<b>Describe the impact</b> of the Louisiana Purchase, and map the exploration of the Louisiana Territory, including the significance of Meriwether Lewis, William Clark, Thomas Jefferson, and Sacagawea.	4.16 <i>Moved from Grade 4</i>	Map the exploration of the Louisiana Territory, and describe <del>the events, struggles, and successes</del> of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea.
3.27	Identify <b>effects</b> and key people of the War of 1812, including <b>Tennessee Volunteers</b> , the role of Andrew Jackson.	4.17 <i>Moved from Grade 4</i>	Identify <del>major causes, events, and</del> key people of the War of 1812, including: <ul style="list-style-type: none"> <li>• <del>Trade restrictions</del></li> <li>• <del>Burning of Washington, D.C.</del></li> <li>• <del>Impressment</del></li> <li>• <del>Francis Scott Key</del></li> <li>• <del>Battle of New Orleans</del></li> <li>• Andrew Jackson</li> </ul>
3.28	Explain the impact of Andrew Jackson’s presidency, including the Indian Removal Act and Trail of Tears.	4.18 <i>Moved from Grade 4</i>	Analyze the impact of Andrew Jackson’s presidency, including: the Indian Removal Act, Trail of Tears, <del>and preservation of the union.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
3.29	Describe the experiences of settlers on the overland trails to the West ( <b>e.g., California Trail, Mormon Trail, Oregon Trail</b> ), including the purpose of the journeys and influence of geography.	4.22 <i>Moved from Grade 4</i>	Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.
3.30	Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.	4.23 <i>Moved from Grade 4</i>	Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.
3.31	Explain the significance of the California Gold Rush on westward expansion.	4.24 <i>Moved from Grade 4</i>	Explain the significance of the California Gold Rush in westward expansion.
3.32	Analyze the impact of the American Industrial Revolution, including the significance of: <ul style="list-style-type: none"> <li>• Cotton gin</li> <li>• <b>Railroads</b></li> <li>• Steamboats</li> <li>• <b>Telegraphs</b></li> </ul>	4.20 <i>Moved from Grade 4</i>	Analyze the impact of the American Industrial Revolution, including the significance of: <ul style="list-style-type: none"> <li>• <del>Watermills (influence of geography)</del></li> <li>• <del>Robert Fulton</del> (steamboats)</li> <li>• <del>Samuel Slater (factory system)</del></li> <li>• <del>Eli Whitney</del> (cotton gin)</li> </ul>

Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	Removed due to time constraints	3.23	Describe the failure of the lost colony of Roanoke and the theories associated with it.
	Removed due to restructuring of Grades 3-5.	3.07	Identify and locate major countries, including: • India • Brazil • Italy • China • Japan • Egypt • Russia • France • Spain • Great Britain
	Removed due to restructuring of Grades 3-5.	3.10	Identify and locate major cities in the U.S., including: • Chicago • New York City • Los Angeles • Seattle • Miami • Washington, D.C.
	Removed due to restructuring of Grades 3-5.	3.13	Explain how geographic challenges are met with: • Bridges • Irrigation systems • Canals • Landfills • Dams • Tunnels • Freshwater supply
	Removed due to restructuring of Grades 3-5.	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.
	Removed due to restructuring of Grades 3-5.	3.15	Interpret a chart, graph, or resource map of major imports and exports in Tennessee.
	Removed due to restructuring of Grades 3-5.	3.17	Compare and contrast how goods and services are exchanged on local and regional levels.

## FOURTH GRADE SOCIAL STUDIES

### The History of the United States: Prior to the Civil War to the Civil Rights Movement

The purpose of this document is to highlight content that has been added or removed from the standards. For this grade level, some standards were moved to/from Grades 3 and/or 5, some standards were combined, and others were removed completely. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 4.01 refers to Grade 4, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
4.01	Analyze the sectional differences between the North, South and the developing West, including: <ul style="list-style-type: none"> <li>• Economic</li> <li>• Population</li> <li>• Social</li> <li>• Transportation</li> </ul>	4.19	Contrast regional differences in the early 19th century, including: <del>the emerging urbanization in the North, the expansion of the plantation system in the South, and</del> the developing West.
		4.25	Analyze the sectional differences between the North and the Antebellum South, including: <ul style="list-style-type: none"> <li>• Economic</li> <li>• Social</li> <li>• Political</li> <li>• Transportation</li> <li>• <del>Population</del></li> </ul>
4.02	Explain how enslavement became a national conflict during the mid-19th century, including the significance of: <ul style="list-style-type: none"> <li>• Missouri Compromise</li> <li>• <b>Nat Turner's Rebellion</b></li> <li>• Compromise of 1850</li> <li>• Uncle Tom's Cabin</li> <li>• Kansas-Nebraska Act</li> <li>• <i>Dred Scott v. Sandford</i> decision</li> <li>• John Brown's Raid (on Harper's Ferry)</li> </ul>	4.27	Explain how slavery became a national issue during the mid-19th century, including the significance of: <ul style="list-style-type: none"> <li>• Missouri Compromise</li> <li>• Kansas-Nebraska Act</li> <li>• Compromise of 1850</li> <li>• Dred Scott v. Sandford decision</li> <li>• Uncle Tom's Cabin</li> <li>• John Brown's Raid (on Harper's Ferry)</li> </ul>
4.03	Compare characteristics of the lives of enslaved persons on plantations, in cities, and on other farms.	4.21	Compare and contrast the characteristics of slave life in plantations, cities, and other farms
4.04	Identify abolitionist leaders and their approaches to ending enslavement, including: <ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• William Lloyd Garrison</li> <li>• <b>The Grimke Sisters</b></li> <li>• Harriet Tubman</li> <li>• Sojourner Truth</li> </ul>	4.26	Identify abolitionist leaders and their approaches to ending slavery, including: <ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• Sojourner Truth</li> <li>• William Lloyd Garrison</li> <li>• Harriet Tubman</li> </ul>
4.05	Compare and contrast the various sectional stances on states' rights and enslavement represented by the presidential candidates in the election of 1860.	4.28	Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, <del>including Abraham Lincoln and Stephen A. Douglas.</del>



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
4.06	Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.	4.29	Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.
4.07	Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	4.30	Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.
4.08	Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole.	4.31	Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole.
4.09	Describe the roles of major leaders during the Civil War, including: <ul style="list-style-type: none"> <li>• Jefferson Davis</li> <li>• Ulysses S. Grant</li> <li>• Robert E. Lee</li> <li>• Abraham Lincoln</li> </ul>	4.32	Describe the roles of major leaders during the Civil War, including: <ul style="list-style-type: none"> <li>• Jefferson Davis</li> <li>• Ulysses S. Grant</li> <li>• Robert E. Lee</li> <li>• President Abraham Lincoln</li> </ul>
4.10	Evaluate the significant contributions made by women during the Civil War (e.g., Clara Barton, Dorothea Dix, <b>Susie King Taylor, Frances Clayton, Harriett Tubman, Dr. Mary Edwards Walker</b> )	4.33	Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.
4.11	Examine the strategic significance and outcomes of key events of the Civil War (e.g., First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, <b>Siege of Vicksburg</b> , and Battle of Gettysburg).	4.34	Examine the significance and outcomes of key battles of the Civil War, including: <ul style="list-style-type: none"> <li>• First Battle of Bull Run</li> <li>• Battle of Shiloh</li> <li>• Battle of Antietam</li> <li>• Battle of Gettysburg</li> </ul>
4.12	Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	4.35	Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.
4.13	Describe the significance of the Gettysburg Address.	4.36	Describe the significance of the Gettysburg Address.
4.14	Describe the physical, social, political, and economic consequences of the Civil War on the United States after the surrender at Appomattox Court House.	4.37	Describe the physical, social, political, and economic consequences of the Civil War on the <del>southern</del> U.S. after the surrender at Appomattox Court House.
4.15	Describe the impact President Abraham Lincoln's assassination had on the nation.	4.38	Describe the impact President Abraham Lincoln's assassination had on the nation.
4.16	Identify the 13th, 14th, and 15th Amendments (i.e., Reconstruction Amendments) as efforts to help former <b>enslaved persons gain the rights of citizenship.</b>	4.39	Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.
4.17	Compare and contrast <b>the goals of the</b> Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	4.40	Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.
4.18	Identify the impacts of the outcome of the <b>Election of 1876</b> , including: <ul style="list-style-type: none"> <li>•Compromise of 1877</li> <li>•<b>Disenfranchisement</b></li> <li>•<b>End of Military Reconstruction</b></li> </ul>	4.41	Examine the significance of the Compromise of 1877 on the U.S

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>•Lack of African American elected officials</li> <li>•Jim Crow Laws</li> <li>•Rise of vigilante actions</li> </ul>		
4.19	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including settlers, immigrants, Buffalo Soldiers, and American Indians.	5.02	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.
4.20	Examine factors that encouraged development of the Great Plains, including the building of the Transcontinental Railroad, innovations (e.g., barbed wire, steel plow, and windmills) and the Homestead Acts.	NEW	NEW STANDARD
4.21	<b>Describe characteristics of the Second Industrial Revolution</b> (e.g., industrial capitalists, <b>monopolies, unsafe working conditions</b> ).	5.03	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).
4.22	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	5.04	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.
4.23	Examine the impact of important entrepreneurs on American society <b>during the Gilded Age</b> (e.g., Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, Madam C. J. Walker.)	5.03	Analyze the ideas <del>and events</del> of the Gilded Age, including <del>economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).</del>
		5.06	Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.
4.24	Examine the contributions and impact of inventors on American society, (e.g., Alexander Graham Bell, George Washington Carver, and Thomas Edison, Eliza Murfey).	5.05	Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.
4.25	Describe the challenges for successful entry into the United States through Ellis Island and Angel Island, and examine the role of immigrants in the development of the United States	5.08	Describe the challenges <del>of the journey and process</del> for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.
4.26	Analyze the causes, course, and consequences of the Spanish-American War, including: <ul style="list-style-type: none"> <li>• <b>Buffalo Soldiers</b></li> <li>• Imperialism</li> <li>• Rough Riders</li> <li>• <i>USS Maine</i></li> <li>• Yellow journalism</li> </ul>	5.07	Analyze the causes, course, and consequences of the Spanish-American War, including:
			<ul style="list-style-type: none"> <li>• Imperialism</li> <li>• Rough Riders</li> <li>• USS Maine</li> <li>• Yellow journalism</li> </ul>
4.27	Analyze the major goals, struggles, and achievements of the Progressive Era, including Prohibition (i.e., 18th Amendment), women's suffrage (i.e., 19th Amendment), and child labor.	5.09	Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor <del>laws</del> .
4.28	Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	5.10	Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.
4.29	Identify and locate on a map the major countries of the Central and Allied Powers during World War I, including: <ul style="list-style-type: none"> <li>• Austria-Hungary</li> </ul>	5.11	Identify and locate the major countries of the Central and Allied Powers during World War I, including:

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• France</li> <li>• Germany</li> <li>• Great Britain</li> <li>• Russia</li> </ul>		<ul style="list-style-type: none"> <li>• Austria-Hungary</li> <li>• Great Britain</li> <li>• France</li> <li>• Russia</li> <li>• Germany</li> </ul>
4.30	Describe the impact of U.S. involvement <b>as an Allied Power</b> on World War I.	5.12	Describe the impact of U.S. involvement on World War I.
4.31	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.	5.13	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.
4.32	Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: <ul style="list-style-type: none"> <li>• Music, clothing, and entertainment</li> <li>• Automobiles and appliances</li> <li>• Harlem Renaissance (TCA 49-6-1006)</li> </ul>	5.14	Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: <ul style="list-style-type: none"> <li>• Music, clothing, and entertainment</li> <li>• Automobiles and appliances</li> <li>• Harlem Renaissance</li> </ul>
4.33	Describe how scarcity, supply, and demand affect the prices of products.	3.16	Describe how scarcity, supply, and demand affect the prices of products.
4.34	Identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including: <ul style="list-style-type: none"> <li>• Consumer credit and debt</li> <li>• Hoovervilles</li> <li>• Mass unemployment</li> <li>• <b>Overproduction</b></li> <li>• Soup kitchens</li> </ul>	5.15	Identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including: <ul style="list-style-type: none"> <li>• Consumer credit and debt</li> <li>• Hoovervilles</li> <li>• Mass unemployment</li> <li>• Soup kitchens</li> </ul>
4.35	Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including Social Security, protection of banks, expansion and development of the national parks, and creation of jobs.	5.16	Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.
4.36	Explain the structures and goals of the governments in Germany and Japan during the 1930s, <b>and how they contributed to the outbreak of World War II.</b>	5.17	Explain the structures and goals of the governments in Germany and Japan in the 1930s.
4.37	Identify and locate on a map the Axis and Allied Powers <b>associated with World War II</b> , including: <ul style="list-style-type: none"> <li>• Germany</li> <li>• Italy</li> <li>• Japan</li> <li>• France</li> <li>• Great Britain</li> <li>• Soviet Union</li> </ul>	5.19	Identify and locate the Axis and Allied Powers, including: <ul style="list-style-type: none"> <li>• Germany</li> <li>• France</li> <li>• Italy</li> <li>• Great Britain</li> <li>• Japan</li> <li>• Soviet Union</li> </ul>
4.38	Determine the significance of the bombing of Pearl Harbor, and its impact on the United States.	5.18	Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
4.39	Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	5.20	Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.
4.40	Analyze the significance of the Holocaust and its impact on the United States <b>(e.g. the creation of the State of Israel by the United Nations and migration of Jewish individuals)</b>	5.21	Analyze the significance of the Holocaust and its impact on the U.S.
4.41	Examine the growth of the United States as a consumer and entertainment society after World War II, including: <ul style="list-style-type: none"> <li>• Growth of the suburbs</li> <li>• Increased access to automobiles</li> <li>• Interstate Highway System</li> <li>• Television, radio, and movie theaters</li> </ul>	5.22	Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: <ul style="list-style-type: none"> <li>• Suburbs</li> <li>• Increased access to automobiles</li> <li>• Interstate Highway System</li> <li>• Television, radio, and movie theaters</li> </ul>
4.42	Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-6- 1028): <ul style="list-style-type: none"> <li>• Martin Luther King Jr. and non-violent protests</li> <li>• Rosa Parks and the Montgomery Bus Boycott</li> <li>• <i>Brown v. Board of Education</i> and Thurgood Marshall</li> <li>• Freedom Riders and Diane Nash</li> </ul>	5.24	Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Martin Luther King Jr. and non-violent protests</li> <li>• Montgomery Bus Boycott and Rosa Parks</li> <li>• Brown v. Board of Education and Thurgood Marshall</li> <li>• Freedom Riders and Diane Nash</li> </ul>
4.43	Explain the effects of the Civil Rights Movement, including the Civil Rights Act and the Voting Rights Act.	5.25	<del>Explain the impact of John F. Kennedy's presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.</del>

The following standards were removed:

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>This content is now taught in Grade 3, but this specific standard was removed due to flow.</b>	4.07	Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians.
	<b>This content is now taught in Grade 3, but this specific standard was removed due to time constraints.</b>	4.15	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.

## FIFTH GRADE SOCIAL STUDIES

### Part 1: Tennessee History

The purpose of this document is to highlight content that has been added or removed from the standards. For this grade level, some standards were moved to/from Grades 3 and/or 4, some standards were combined, and others were removed completely. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 5.01 refers to Grade 5, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
5.01	<b>Explain the theories regarding the origin</b> of the name "Tennessee".	5.26	Explain how the name "Tennessee" originated from the Yuchi language, referring to where the rivers come together
5.02	Identify the cultures of Paleo, Archaic, Woodland, and Mississippian peoples based on archeological evidence found at Tennessee sites (e.g., Old Stone Fort, Pinson Mounds, Chucalissa Indian Village).	5.27	Identify the cultures of <del>the major indigenous settlements in</del> Tennessee, including: the Paleo ( <del>Coats Hines Site</del> ), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).
5.03	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, Shawnee), and <b>compare</b> their various customs and traditions.	5.28	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.
5.04	Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	3.30	Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.
5.05	Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.	5.29	Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.
5.06	Explain the significance of the Watauga Settlement and Watauga Compact	5.30	Explain the significance of the Watauga Settlement <del>on Tennessee history, including the following:</del> Watauga Compact, <del>Dragging Canoe, John Sevier, and Nancy Ward.</del>
5.07	Describe the founding of the Cumberland Settlements, <b>the creation of early roads (e.g., Natchez Trace, Emery Road, and other roads across the Cumberland Plateau)</b> , and the obstacles faced with their establishment including the Battle of the Bluffs.	5.31	Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, <del>John Donelson, and James Robertson</del>
5.08	<b>Identify the contributions of leaders and groups during the early settlement of Tennessee</b> , including John Sevier, John Donelson, Nancy Ward, Dragging Canoe, James Robertson, and Overmountain Men.	5.30	Explain the significance of <del>the Watauga Settlement on Tennessee history, including the following:</del> Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.
		5.31	Describe <del>the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson</del>
		5.32	Explain the importance of Tennesseans (i.e., Overmountain Men) <del>in the Battle of Kings Mountain during the American Revolution.</del>
5.09	Describe life on the Tennessee frontier <b>for different groups, including settlers, American Indians, indentured servants, and enslaved persons.</b>	3.31	Describe life on the Tennessee frontier <del>and reasons why settlers moved west.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
5.10	Sequence events that led to Tennessee statehood, including "The Lost State of Franklin", Southwest Territory (i.e., Territory South of the River Ohio), and the U.S. Constitutional requirements Tennessee met to become a state. (T.C.A. § 49-6- 1028)	5.33	Identify the Lost State of Franklin as Tennessee's first attempt at statehood, <del>and explain the reasons for its failure.</del>
		5.34	Locate the Territory South of the River Ohio (i.e., Southwest Territory), <del>identify its leaders, and explain how it was the first step to Tennessee's statehood.</del>
		5.35	Describe the steps that Tennessee took to become a state <del>(i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval).</del> (T.C.A. § 49-6-1028)
5.11	Identify the year Tennessee became a state, its first governor, and the original capital.	5.36	Identify the year Tennessee became a state, its first governor, and the original capital.
5.12	Describe Tennessee's involvement in the War of 1812, including Andrew Jackson, the Tennessee Volunteers, and Battle of Horseshoe Bend.	5.37	Describe Tennessee's involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.
5.13	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	5.39	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase
5.14	Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	5.38	Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.
5.15	Identify the impact of important Tennesseans prior to the Civil War, including: <ul style="list-style-type: none"> <li>• David Crockett</li> <li>• President James K. Polk</li> <li>• Sam Houston</li> <li>• Sequoyah</li> </ul>	5.40	Identify the impact of important Tennesseans prior to the Civil War, including: <ul style="list-style-type: none"> <li>• David Crockett and Sam Houston (<del>Texas War for Independence and the Alamo</del>)</li> <li>• President James K. Polk (<del>Manifest Destiny</del>)</li> <li>• Sequoyah (<del>Cherokee syllabary</del>)</li> </ul>
5.16	Examine the issue of enslavement in the three grand divisions, and the impact their differences had on Tennessee's secession from the Union.	5.41	Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee's secession from the Union.
5.17	Describe the significance of the following Civil War events and battles on Tennessee: <ul style="list-style-type: none"> <li>• Siege of Fort Donelson</li> <li>• Battle of Stones River</li> <li>• Battle of Franklin</li> <li>• Battle of Nashville</li> <li>• <b>Battles of Chattanooga</b></li> </ul>	5.42	Describe the significance of the following Civil War events and battles on Tennessee: <ul style="list-style-type: none"> <li>• Siege of Fort Donelson</li> <li>• Battle of Stones River</li> <li>• Battle of Franklin</li> <li>• Battle of Nashville</li> </ul>
5.18	<b>Describe the importance of the Medal of Honor and its origins in Tennessee.</b>	<b>NEW</b>	<b>NEW STANDARD</b>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
5.19	Explain the impact of the 1870 Tennessee Constitution (e.g., poll taxes, segregation, funds for public education). (T.C.A. § 49-6-1028)	5.43	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)
5.20	<b>Explain how the Coal Creek War led to Tennessee’s reconsideration of the convict leasing system.</b>	<b>NEW</b>	<b>NEW STANDARD</b>
5.21	Explain efforts to help former enslaved persons have access to educational opportunities (e.g., Fisk University, Freedmen’s Bureau). (T.C.A. § 49-6-1028)	5.44	Explain the <del>development and</del> efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)
5.22	Identify how the rise of vigilante action (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennesseans at <b>the local and state level.</b> (T.C.A. § 49-6-1028)	5.45	Identify how the rise of vigilante actions (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee <del>and the nation.</del> (T.C.A. § 49-6-1028)
5.23	Explain how the end of Reconstruction impacted Tennessee’s African American <b>population.</b> (T.C.A. § 49-6-1028)	5.46	Explain how the end of Reconstruction impacted Tennessee’s African American <del>elected officials.</del> (T.C.A. § 49-6-1028)
5.24	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	5.47	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.
5.25	Describe the impact of the Tennessee Valley Authority and Civilian Conservation Corps on the <b>economy</b> of Tennessee <b>during and after</b> the Great Depression.	5.48	Describe the effects of the Great Depression <del>on Tennessee and the impact of New Deal policies in the state</del> (i.e., Tennessee Valley Authority and Civilian Conservation Corps).
5.26	Describe Tennessee’s contributions during World War I and World War II, including the conversion of factories to wartime production, the importance of Oak Ridge <b>to the Manhattan Project</b> , and the influence of Tennesseans (e.g., Cornelia Fort, Cordell Hull, Alvin C. York). (T.C.A. § 49-6- 1028)	5.49	Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).
5.27	Identify Tennessee’s contributions to the Civil Rights Movement (e.g., Highlander Folk School, Nashville Sit-Ins, the Clinton 12, <b>Rosenwald Schools, Scarboro 85</b> , Tent City Movement of Fayette County). (T.C.A. § 49-6-1028)	5.50	Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Highlander Folk School</li> <li>• Tent City Movement of Fayette County</li> <li>• Nashville Sit-Ins</li> <li>• The Clinton Twelve</li> </ul>
5.28	Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Country music (e.g., Grand Ole Opry, WSM, and the Carter family)</li> <li>• Blues music (e.g., W.C. Handy and Bessie Smith)</li> <li>• Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)</li> </ul>	5.51	Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Country music (e.g., Grand Ole Opry, WSM, and the Carter family)</li> <li>• Blues music (e.g., W.C. Handy and Bessie Smith)</li> <li>• Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)</li> </ul>
5.29	Explore influential Tennesseans from the late 20th century (e.g., Al Gore, Jr., Alex Haley, Dolly Parton, Wilma Rudolph, Oprah Winfrey).	5.52	Identify influential Tennesseans from the late 20th century, including: <ul style="list-style-type: none"> <li>• Al Gore, Jr.</li> <li>• Wilma Rudolph</li> <li>• Alex Haley</li> <li>• Oprah Winfrey</li> <li>• Dolly Parton</li> </ul>



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
5.30	Compare and contrast the three grand divisions of Tennessee's major industries, tourism, and agriculture of Tennessee during the 20th and 21st centuries.	5.53	<p>Compare and contrast the three grand divisions of Tennessee in terms of the following:</p> <ul style="list-style-type: none"> <li>• Major industries (e.g., Eastman, FedEx, and Nissan)</li> <li>• Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland)</li> <li>• Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN)</li> <li>• Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)</li> </ul>
5.31	Describe the structure of Tennessee's government, including the role of each of the three departments.	5.54	Describe the structure of Tennessee's government, including the role of each of the three branches, <del>the governor, and state representatives.</del>

# FIFTH GRADE SOCIAL STUDIES

## Part 2: Geography

The purpose of this document is to highlight content that has been added or removed from the standards. For this grade level, some standards were moved to/from Grades 3 and/or 4, some standards were combined, and others were removed completely. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 5.01 refers to Grade 5, standard 32).*

Standard Number	Revised (2024) Standard	Standard Number	Current (2016) Standard
5.32	<b>Identify common features</b> on maps and globes and <b>analyze the relationship between:</b> <ul style="list-style-type: none"> <li>• Equator</li> <li>• Hemisphere</li> <li>• Latitude</li> <li>• Longitude</li> <li>• North Pole</li> <li>• Prime meridian</li> <li>• Region</li> <li>• South Pole</li> <li>• Time zones</li> </ul>	3.01	Analyze maps and globes using common terms, including: <ul style="list-style-type: none"> <li>• <del>Country</del></li> <li>• North Pole</li> <li>• Equator</li> <li>• Prime meridian</li> <li>• Hemisphere</li> <li>• Region</li> <li>• Latitude</li> <li>• South Pole</li> <li>• Longitude</li> <li>• Time zones</li> </ul>
5.33	Use cardinal directions, intermediate directions, map scales, grids, <b>latitude, and longitude to locate absolute and relative locations.</b>	3.02	Use cardinal directions, intermediate directions, map scales, <del>legends,</del> and grids to <del>locate major cities in Tennessee and the U.S.</del>
<b>5.34</b>	<b>Examine various ways people communicate geographic information (e.g. maps, aerial photographs, GPS, graphs/diagrams).</b>	<b>NEW</b>	<b>NEW STANDARD</b>
5.35	Examine major physical features on globes and maps, including: <ul style="list-style-type: none"> <li>• <b>Water Features:</b> bay, canal, delta, gulf, sea, strait, stream, ocean, river</li> <li>• <b>Land Features:</b> basin, canyon, desert, island, isthmus, mountain, peninsula, plain, plateau, valley</li> </ul>	3.06	Examine major physical features on globes and maps, including: <ul style="list-style-type: none"> <li>• <del>Basin</del> • <del>Desert</del> • Ocean • Sea • Bay • Gulf • <del>Peninsula</del> • Strait • Canal</li> <li>• <del>Island</del> • Plain • Stream • Canyon • Isthmus • Plateau • Valley • Delta</li> <li>• Mountain • River</li> </ul>
5.36	Examine major <b>human</b> features on globes and maps, including <b>transportation, political</b> boundaries, and cities.	3.04	Examine major <del>political</del> features on globes and maps, including: boundaries, cities, <del>highways, railroads, and roads.</del>
5.37	Use different types of <b>reference and thematic maps</b> (e.g., political, physical, population, resource, climate), graphs, and charts to interpret geographic information.	3.05	Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.
5.38	Identify and locate <b>on a map</b> the fifty states of the United States.	3.09	Identify and locate the fifty states of the U.S.
5.39	Identify major physical features of the United States, including: <ul style="list-style-type: none"> <li>• Rivers—Mississippi, Ohio, Colorado, <b>Missouri</b>, Rio Grande</li> <li>• Mountains— Appalachian, Alaska Range, Rockies, <b>Sierra Nevada</b></li> <li>• Bodies of Water—Great Lakes, Gulf of Mexico, <b>Great Salt Lake</b></li> </ul>	3.11	Identify major physical features of the U.S., including: <ul style="list-style-type: none"> <li>• Rivers—Colorado, Mississippi, Ohio, Rio Grande</li> <li>• Mountains—Alaska Range, Appalachian, Rockies</li> <li>• Bodies of Water—Great Lakes, Gulf of Mexico</li> </ul>

Standard Number	Revised (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• Landforms—<b>Coastal Plain, Mississippi River Basin, Grand Canyon, Great Plains</b></li> </ul>		<ul style="list-style-type: none"> <li>• <del>Desert—Great Basin</del></li> <li>• Landforms—Grand Canyon, Great Plains</li> </ul>
5.40	<p><b>Compare and contrast regions of the United States (i.e., Southeast, Northeast, Midwest, Southwest, and West) in terms of climate, physical features, states, major cities, and population size.</b></p>	NEW	NEW STANDARD
5.41	<p>Analyze <b>the regions of the United States and the locational effects on life</b>, including <b>food, clothing</b>, shelter, transportation, and <b>recreation</b>.</p>	3.18	<p>Analyze <del>how people interact with their environment to satisfy basic needs and wants, including</del> housing, industry, transportation, and <del>communication</del>.</p>
5.42	<p><b>Identify on a map and compare the six physical regions within the three grand divisions of Tennessee. (i.e., Gulf Coastal Plains, the Nashville/Central Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains).</b></p>	NEW	NEW STANDARD
5.43	<p>Identify and locate on a map the seven continents and five oceans using maps and globes.</p>	3.06	<p>Identify and locate the major continents and oceans using maps and globes:  <ul style="list-style-type: none"> <li>• <del>Africa • Europe • Atlantic Ocean • Antarctica • North America • Indian Ocean • Asia • South America • Pacific Ocean • Australia • Arctic Ocean • Southern Ocean</del></li> </ul> </p>
5.44	<p>Identify major physical features of the world, including:  <ul style="list-style-type: none"> <li>• Rivers—Amazon, Nile, <b>Tigris, Euphrates, Yellow, Ganges</b></li> <li>• Mountains and Ranges—Alps, Andes, Himalayas, <b>Ural</b></li> <li>• Deserts—Gobi, Sahara</li> <li>• Bodies of Water—Mediterranean Sea, <b>Red Sea, Persian Gulf, Black Sea</b></li> </ul> </p>	3.08	<p>Identify major physical features of the world, including:  <ul style="list-style-type: none"> <li>• Rivers—Amazon, Nile</li> <li>• Mountains and Ranges—Alps, Andes, Himalayas</li> <li>• Deserts—Gobi, Sahara</li> <li>• Bodies of Water—Mediterranean Sea, <del>Straits of Magellan</del></li> <li>• <del>Landforms—Great Barrier Reef, Niagara Falls</del></li> </ul> </p>
5.45	<p><b>Compare and contrast continents of the world in terms of climate, physical features, major countries, and population size.</b></p>	NEW	NEW STANDARD
5.46	<p><b>Describe how physical features influence and impact human settlement patterns.</b></p>	NEW	NEW STANDARD

Standards that were removed:

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>This content is now taught in Grade 4, but this specific standard was removed due to time constraints.</b>	5.01	Explain the need for the South's move toward industrialization after the Civil War.
	<b>This content is now taught in Grade 4, but this specific standard was removed due to time constraints.</b>	5.23	Examine how Cold War events impacted the U.S., including: <ul data-bbox="1228 414 1470 527" style="list-style-type: none"><li>• Arms race</li><li>• Berlin Wall</li><li>• Cuban Missile Crisis</li><li>• Space Race</li></ul>

**SIXTH GRADE SOCIAL STUDIES:  
World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire**

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 6.01 refers to 6<sup>th</sup> Grade, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
6.01	Interpret a timeline using time designations and abbreviations, including: <ul style="list-style-type: none"> <li>• BC/BCE</li> <li>• AD/CE</li> <li>• Circa (i.e., c. or ca), decades, centuries</li> </ul>	6.01	Identify the meaning of time designations and abbreviations <del>used by historians</del> , including: <ul style="list-style-type: none"> <li>• BC / BCE</li> <li>• AD / CE</li> <li>• Circa (c. or ca), decades, centuries</li> </ul>
6.02	Describe the characteristics of <b>Paleolithic</b> societies, including: <ul style="list-style-type: none"> <li>• Basic hunting weapons</li> <li>• Fire</li> <li>• <b>Nomadic hunter-gatherer lifestyles</b></li> <li>• Shelter</li> <li>• Tools</li> </ul>	6.02	Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: <ul style="list-style-type: none"> <li>• Basic hunting weapons</li> <li>• Fire</li> <li>• Shelter</li> <li>• Tools</li> </ul>
6.03	Explain the impact of the <b>Neolithic</b> Revolution, including: <ul style="list-style-type: none"> <li>• <b>Agriculture</b></li> <li>• Domestication of plants and animals</li> <li>• Emergence of permanent settlements</li> <li>• Food surpluses</li> <li>• <b>Increased</b> Barter economy</li> <li>• Labor specialization</li> <li>• New sources of clothing and shelter</li> </ul>	6.03	Explain the impact of the <del>Agricultural</del> Revolution, including: <ul style="list-style-type: none"> <li>• Barter economy</li> <li>• Domestication of plants and animals</li> <li>• Emergence of permanent settlements</li> <li>• Food surpluses</li> <li>• Labor specialization</li> <li>• New sources of clothing and shelter</li> </ul>
6.04	Identify and explain the importance of the following key characteristics of civilizations: <ul style="list-style-type: none"> <li>• Culture</li> <li>• Government</li> <li>• Religion</li> <li>• Social structure</li> <li>• Stable food supply</li> <li>• Technology</li> <li>• Writing</li> </ul>	6.04	Identify and explain the importance of the following key characteristics of civilizations: <ul style="list-style-type: none"> <li>• Culture</li> <li>• Government</li> <li>• Religion</li> <li>• Social structure</li> <li>• Stable food supply</li> <li>• Technology</li> <li>• Writing</li> </ul>
6.05	Identify and locate <b>on a map</b> geographical features of ancient Mesopotamia, including: <ul style="list-style-type: none"> <li>• Euphrates River</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> <li>• Tigris River</li> </ul>	6.05	Identify and locate geographical features of ancient Mesopotamia, including: <ul style="list-style-type: none"> <li>• <del>Black Sea</del></li> <li>• Euphrates River</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• Zagros Mountains</li> </ul>		<ul style="list-style-type: none"> <li>• Tigris River</li> <li>• Zagros Mountains</li> </ul>
6.06	Explain how geographic ( <b>e.g., rivers, mountains</b> ) and climatic features ( <b>e.g., heavy rains, flooding</b> ) led to the region being known as the Fertile Crescent.	6.06	Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
6.07	Explain how irrigation, metallurgy, use of animals, and inventions such as the wheel, sail, and plow led to advancements in agriculture.	6.07	Explain how irrigation, <del>silt</del> , metallurgy, <del>production of tools</del> , use of animals, <del>slave labor</del> , and inventions such as the wheel, sail, and plow led to advancements in agriculture.
6.08	Analyze how advancements in agriculture led to economic growth, expansion of trade and transportation, and the emergence of independent city-states ( <b>e.g. Ur of the Chaldees</b> ).	6.08	Analyze how advancements in agriculture in <del>Sumer</del> led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.
6.09	Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the world’s first empire.	6.09	Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the <del>regional location of the</del> world’s first empire.
6.10	Describe the social hierarchy of ancient Mesopotamian society.	<b>NEW</b>	
6.11	Explain the concept of polytheism in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.	6.10	Explain the concept of polytheism <del>and its presence</del> in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.
6.12	Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.	6.11	Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.
6.13	Analyze the impact of the Code of Hammurabi, including the introduction of written law and basic principles of justice.	6.12	Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice.
6.14	Identify and locate <b>on a map</b> geographical <b>and political</b> features of ancient Egypt, including: <ul style="list-style-type: none"> <li>• Mediterranean Sea</li> <li>• Nile Delta</li> <li>• Nile River</li> <li>• <b>Nubia</b></li> <li>• Red Sea</li> <li>• The regions of Upper and Lower Egypt</li> <li>• The Sahara</li> </ul>	6.13	Identify and locate geographical features of ancient Egypt, including: <ul style="list-style-type: none"> <li>• Mediterranean Sea</li> <li>• Nile Delta</li> <li>• Nile River</li> <li>• Red Sea</li> <li>• The regions of Upper and Lower Egypt</li> <li>• The Sahara</li> </ul>
6.15	Explain how agricultural practices impacted life in ancient Egypt, including the use of irrigation and development of a calendar.	6.14	Explain how agricultural practices impacted life <del>and economic growth</del> in ancient Egypt, including the use of irrigation and development of a calendar.
6.16	Describe the social structure of ancient Egyptian society, including: <ul style="list-style-type: none"> <li>• How social classes were organized by occupation</li> <li>• Role of <b>enslaved people</b></li> <li>• Position of pharaoh as a god-king</li> </ul>	6.15	Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> <li>• <del>Relationships between groups of people</del></li> <li>• How social classes were organized by occupation</li> <li>• Positions of pharaohs as god/kings</li> <li>• Role of <del>slaves</del></li> </ul>
6.17	Explain the <b>concept of</b> polytheistic religion in ancient Egypt, with respect to the beliefs about the afterlife and reasons for mummification.	6.16	Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, <del>and the use of pyramids.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
6.18	Analyze the impact of key figures from ancient Egypt, including: <ul style="list-style-type: none"> <li>• Growth under the leadership of Queen Hatshepsut and her economic policies</li> <li>• Significance of the discovery of Tutankhamun’s tomb on the understanding of ancient Egypt</li> <li>• Ramses the Great’s military conquests leading to growth of the kingdom</li> </ul>	6.17	Analyze the impact of key figures from ancient Egypt, including: <ul style="list-style-type: none"> <li>• Growth under the leadership of Queen Hatshepsut and her economic policies</li> <li>• Ramses the Great’s military conquests leading to growth of the kingdom</li> <li>• Significance of the discovery of Tutankhamun’s tomb on the understanding of ancient Egypt</li> </ul>
6.19	Analyze the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and <b>structures</b> at Giza (i.e., the pyramids and Sphinx).	6.18	Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
6.20	Examine the relationship between ancient Egypt and Nubia, including cultural diffusion through trade and conflict.	6.19	Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.
6.21	Identify and locate <b>on a map</b> geographic and political features of ancient Israel, including: <ul style="list-style-type: none"> <li>• Dead Sea</li> <li>• Jerusalem</li> <li>• Jordan River</li> <li>• Mediterranean Sea</li> <li>• Red Sea</li> <li>• Sinai Peninsula</li> </ul>	6.20	Identify and locate geographical features of ancient Israel, including: <ul style="list-style-type: none"> <li>• Dead Sea</li> <li>• Jerusalem</li> <li>• Jordan River</li> <li>• Mediterranean Sea</li> <li>• Red Sea</li> <li>• Sinai Peninsula</li> </ul>
6.22	Analyze the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia (i.e., <b>Ur of the Chaldees</b> ) to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.	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.
6.23	Describe the origins and central features of Judaism: <ul style="list-style-type: none"> <li>• Key Person(s): Abraham, Moses</li> <li>• Sacred Texts: The Tanakh (i.e., Hebrew Bible, <b>including the Torah</b>)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility</li> </ul>	6.22	Describe the origins and central features of Judaism: <ul style="list-style-type: none"> <li>• Key Person(s): Abraham, Moses</li> <li>• Sacred Texts: The Tanakh (i.e., Hebrew Bible)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility</li> </ul>
6.24	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.	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.
6.25	Explain <b>the Assyrian and</b> Babylonian captivities and exiles after the breakup of the Kingdom of Israel, and the return of the Jews to their homeland under the Persian Empire.	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.
6.26	Identify and locate <b>on a map</b> geographical <b>and climatic</b> features of ancient India, including: <ul style="list-style-type: none"> <li>• Ganges River</li> <li>• Himalayan Mountains</li> <li>• Indian Ocean</li> </ul>	6.25	Identify and locate geographical features of ancient India, including: <ul style="list-style-type: none"> <li>• Ganges River</li> <li>• Himalayan Mountains</li> <li>• Indian Ocean</li> <li>• Indus River</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• Indus River</li> <li>• Monsoon winds</li> <li>• Subcontinent of India</li> </ul>		<ul style="list-style-type: none"> <li>• Monsoon winds</li> <li>• Subcontinent of India</li> </ul>
6.27	Analyze the Indus River Valley civilizations <b>of Harappa and Mohenjo-Daro as early agricultural civilizations</b> , and describe their achievements, including: <ul style="list-style-type: none"> <li>• Architecture built with bricks</li> <li>• Well planned grid system of roads</li> <li>• Sanitation and sewer systems</li> </ul>	6.26	Explain <del>the emergence of the Harappan civilization in</del> the Indus River Valley as an early agricultural civilization, and describe its achievements, including: <ul style="list-style-type: none"> <li>• Architecture built with bricks</li> <li>• Arranging roads into a series of grid-systems</li> <li>• Sanitation and sewer systems</li> </ul>
6.28	Describe the effects of the Aryan migration into India, including changes to religion, social structure, and language.	<b>NEW</b>	
6.29	Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.	6.27	Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.
6.30	Describe the origins and central features of Hinduism: <ul style="list-style-type: none"> <li>• Key Person(s): origins in Aryan traditions</li> <li>• Sacred Texts: The Vedas</li> <li>• Basic Beliefs: dharma, karma, reincarnation, and moksha</li> </ul>	6.28	Describe the origins and central features of Hinduism: <ul style="list-style-type: none"> <li>• Key Person(s): origins in Aryan traditions</li> <li>• Sacred Texts: The Vedas</li> <li>• Basic Beliefs: dharma, karma, reincarnation, and moksha</li> </ul>
6.31	Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> <li>• Key Person(s): Siddhartha Gautama (Buddha)</li> <li>• Sacred Texts: Tripitaka</li> <li>• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</li> </ul>	6.29	Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> <li>• Key Person(s): Siddhartha Gautama (Buddha)</li> <li>• Sacred Texts: Tripitaka</li> <li>• Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</li> </ul>
6.32	Analyze <b>the achievements of</b> ancient India, including medical education, medical techniques, <b>yoga as a Hindu practice</b> , and mathematics (e.g., Hindu-Arabic numerals).	6.30	Identify <del>the long-lasting intellectual traditions that emerged during the late empire of</del> ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).
6.33	Identify and locate <b>on a map</b> geographical features of ancient China, including: <ul style="list-style-type: none"> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul>	6.31	Identify and locate geographical features of ancient China, including: <ul style="list-style-type: none"> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul>
6.34	Explain the origin of ancient China's civilizations in the Yellow River Valley (e.g., Xia and Shang Dynasty).	6.32	Analyze <del>the influence of geographic features on</del> the origins of ancient Chinese civilization in the Yellow River Valley, <del>and explain how</del> China's geography helped create a unique yet diverse cultural identity <del>that was isolated from the rest of the world.</del>
6.35	Analyze how China's geography made governing difficult <b>and influenced isolation from the rest of the world.</b>	6.33	Describe how the size of ancient China made governing difficult <del>and how the concepts of the mandate of heaven and Legalism emerged solutions to this problem.</del>
6.36	Describe the concepts of the Mandate of Heaven, it's origin in the Zhou Dynasty, and how Legalism emerged as a solution to cultural, geographic, and political challenges.	<b>NEW</b>	



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
6.37	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty, <b>including building projects (e.g., the Great Wall, roads and canals), and a standardized writing system.</b>	6.35	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.
6.38	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.	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.
6.39	Explain how the Han Dynasty's political success was influenced by Confucianism, and describe major accomplishments such as the magnetic compass, paper making, porcelain, silk, <b>seismograph</b> and woodblock printing.	6.36	Explain how the <del>implementation of the</del> philosophy of Confucianism led to the political success <del>and longevity</del> of the Han Dynasty.
		6.37	Explain the major accomplishments <del>of the Han Dynasty, including:</del> the magnetic compass, paper making, porcelain, silk, and woodblock printing.
6.40	Explain how the development of the Silk Road led to cultural diffusion <b>between China and</b> Eurasia, <b>including traded goods and</b> the spread of Buddhism into ancient China.	6.38	Describe how the <del>desire for Chinese goods influenced the creation of</del> <b>The Silk Road</b> <del>and</del> initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.
6.41	Identify and locate <b>on a map</b> geographical <b>and political</b> features of ancient Greece, including: <ul style="list-style-type: none"> <li>• Aegean Sea</li> <li>• Asia Minor</li> <li>• Athens</li> <li>• Macedonia</li> <li>• Mediterranean Sea</li> <li>• Peloponnesian peninsula</li> <li>• Sparta</li> </ul>	6.39	Identify and locate geographical features of ancient Greece, including: <ul style="list-style-type: none"> <li>• Asia Minor</li> <li>• Athens</li> <li>• Macedonia</li> <li>• Mediterranean Sea</li> <li>• Peloponnesian peninsula</li> <li>• Sparta</li> </ul>
6.42	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.	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.
6.43	Examine the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.	6.41	Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.
6.44	Contrast the characteristics of the major Greek city-states of Athens and Sparta, including: <ul style="list-style-type: none"> <li>• Approaches to education</li> <li>• Geographic locations</li> <li>• <b>Role of enslaved persons</b></li> <li>• Status of women</li> <li>• <b>Styles of government</b> (i.e., direct democracy and oligarchy)</li> </ul>	6.42	<del>Explain the basic concepts of</del> direct democracy and oligarchy.
		6.43	Explain the characteristics of the major Greek city-states of Athens and Sparta, including: <ul style="list-style-type: none"> <li>• <del>Advantages of each</del> geographic location</li> <li>• Approaches to education</li> <li>• <del>Practice of slavery</del></li> <li>• Status of women</li> <li>• Styles of government</li> </ul>
6.45	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.	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.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
6.46	Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war <b>and weakened the city-states.</b>	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 <del>left the city-states open to conquest by the Macedonians.</del>
6.47	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.	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.
6.48	Examine the influence of major ancient Greek philosophers (i.e., Socrates, Plato, and Aristotle) and their impact on education and society in Greece.	6.48	Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.
6.49	Describe the purposes of major Greek architecture ( <b>e.g., columns</b> ), including the Parthenon and the Acropolis.	6.49	Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis
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.	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.
6.51	Identify and locate <b>on a map</b> the geographical <b>and political</b> features of ancient Rome, including: <ul style="list-style-type: none"> <li>• Constantinople</li> <li>• Italian Alps</li> <li>• Italian Peninsula</li> <li>• Mediterranean Sea</li> <li>• Rome</li> <li>• Tiber River</li> </ul>	6.51	Identify and locate the geographical features of ancient Rome, including: <ul style="list-style-type: none"> <li>• Constantinople</li> <li>• Italian Alps</li> <li>• Italian Peninsula</li> <li>• Mediterranean Sea</li> <li>• Rome</li> <li>• Tiber River</li> </ul>
6.52	Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.	6.52	Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
6.53	Describe the class system of ancient Rome, including the role of patricians, plebeians, and enslaved people in Roman society.	6.54	Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.
6.54	Describe the government of the Roman Republic, including: <ul style="list-style-type: none"> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Civic participation</li> <li>• Representative democracy</li> <li>• The rule of law and the Twelve Tables</li> </ul>	6.53	Describe the government of the Roman Republic, including: <ul style="list-style-type: none"> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Civic participation</li> <li>• Representative democracy</li> <li>• The rule of law and the Twelve Tables</li> </ul>
6.55	Describe the characteristics of Julius Caesar’s rule, including: <ul style="list-style-type: none"> <li>• Leadership in the military</li> <li>• Popularity amongst plebeians</li> <li>• Role as dictator for life</li> <li>• Assassination</li> </ul>	6.55	Describe the characteristics of Julius Caesar’s rule, including: <ul style="list-style-type: none"> <li>• Leadership in the military</li> <li>• Popularity amongst plebeians</li> <li>• Role as dictator for life</li> <li>• Assassination</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
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.	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.
6.57	Determine how the engineering and architectural <b>achievements of Ancient Rome influenced daily life</b> , including the role of: <ul style="list-style-type: none"> <li>• Aqueducts</li> <li>• Arches</li> <li>• Bridges</li> <li>• Domes</li> <li>• Roads</li> <li>• Sanitation</li> <li>• The Colosseum</li> </ul>	6.57	Analyze <del>how innovations in</del> engineering and architecture <del>contributed to Roman expansion</del> , including the role of: <ul style="list-style-type: none"> <li>• Aqueducts</li> <li>• Arches</li> <li>• Bridges</li> <li>• The Colosseum</li> <li>• Domes</li> <li>• Roads</li> <li>• Sanitation</li> </ul>
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.	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.
6.59	Describe the origins and central features of Christianity: <ul style="list-style-type: none"> <li>• Key Person(s) Jesus, Paul</li> <li>• Sacred Texts: The Bible</li> <li>• Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah</li> </ul>	6.59	Describe the origins and central features of Christianity: <ul style="list-style-type: none"> <li>• Key Person(s) Jesus, Paul</li> <li>• Sacred Texts: The Bible</li> <li>• Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah</li> </ul>
6.60	Explain <b>the reasons for</b> the expulsion of the Jews from their homeland by the Romans (i.e., the Jewish diaspora).	6.60	Explain the expulsion of the Jews from their homeland by the Romans, <del>which began</del> the Jewish diaspora.
6.61	Explain the division of the Roman Empire into East and West, and identify why Constantinople was established as the capital by Constantine.	6.61	Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine.
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.	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.

Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>Removed due time constraints</b>	6.47	Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.

**SEVENTH GRADE SOCIAL STUDIES:  
World History and Geography: The Middle Ages to the Exploration of the Americas**

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 7.01 refers to 7<sup>th</sup> Grade, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
7.01	Identify the continuation of the Eastern Roman Empire as the Byzantine Empire <b>and its use of Greek culture</b> , and describe the diffusion of Christianity and <b>the preservation of</b> the Latin language.	7.12	Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.
7.02	Explain the importance of Justinian's political, social, and architectural achievements, including: <ul style="list-style-type: none"> <li>• <b>Expanding the empire</b></li> <li>• <b>Spreading Christianity</b></li> <li>• <b>The role of Theodora</b></li> <li>• <b>Justinian Code</b></li> <li>• <b>The Hagia Sophia</b></li> </ul>	7.13	Explain the importance of Justinian's political, social, and architectural achievements.
7.03	Analyze the importance of regional geography, <b>trade</b> , and the location of Constantinople in maintaining European culture.	7.14	Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.
7.04	Identify and locate <b>on a map</b> the geographical <b>and political</b> features of Southwest Asia and North Africa, including: <ul style="list-style-type: none"> <li>• Arabian Peninsula</li> <li>• Arabian Sea</li> <li>• Black Sea</li> <li>• Euphrates River</li> <li>• Mecca</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> <li>• Red Sea</li> <li>• Tigris River</li> </ul>	7.15	Identify and locate the geographical features of Southwest Asia and North Africa, including: <ul style="list-style-type: none"> <li>• Arabian Peninsula</li> <li>• Arabian Sea</li> <li>• Black Sea</li> <li>• <del>Caspian Sea</del></li> <li>• Euphrates River</li> <li>• Mecca</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> <li>• Red Sea</li> <li>• Tigris River</li> </ul>
7.05	Describe the origins and central features of Islam: <ul style="list-style-type: none"> <li>• Key Person(s): Mohammad</li> <li>• Sacred Texts: The Quran and The Sunnah</li> <li>• Basic Beliefs: monotheism, Five Pillars</li> </ul>	7.16	Describe the origins and central features of Islam: <ul style="list-style-type: none"> <li>• Key Person(s): Mohammad</li> <li>• Sacred Texts: The Quran and The Sunnah</li> <li>• Basic Beliefs: monotheism, Five Pillars</li> </ul>
7.06	Describe <b>how trade and expansion led to</b> the diffusion of Islamic culture and the Arabic language.	7.17	Describe the diffusion of Islam, its culture, and the Arabic language.
7.07	Summarize the contributions of the region's scholars in the areas of: <ul style="list-style-type: none"> <li>• Art</li> <li>• Literature</li> <li>• Mathematics</li> <li>• Medicine</li> </ul>	7.18	Summarize the contributions of the region's scholars in the areas of: <ul style="list-style-type: none"> <li>• Art</li> <li>• <del>Geography</del></li> <li>• Literature</li> <li>• Mathematics</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<ul style="list-style-type: none"> <li>• <b>Navigation</b></li> <li>• Science</li> </ul>		<ul style="list-style-type: none"> <li>• Medicine</li> <li>• <del>Philosophy</del></li> <li>• Science</li> </ul>
7.08	Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.	7.19	Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.
7.09	Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants, <b>including the trade in spices, paper, textiles, and navigational tools.</b>	7.20	Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.
7.10	Identify and locate <b>on a map</b> the geographical <b>and political</b> features of West Africa, including: <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Djenne</li> <li>• The Sahara</li> <li>• The Niger River</li> <li>• Timbuktu</li> </ul>	7.21	Identify and locate the geographical features of West Africa, including: <ul style="list-style-type: none"> <li>• Atlantic Ocean</li> <li>• Djenne</li> <li>• <u>Gulf of Guinea</u></li> <li>• Niger River</li> <li>• The Sahara</li> <li>• Timbuktu</li> </ul>
7.11	Explain indigenous African spiritual traditions, including ancestor worship, animism, and the relationship between humans and deities.	7.22	Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.
7.12	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.	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.
7.13	Analyze how the exchange of salt, gold, and enslaved people along the Trans-Saharan trade route led to religious and cultural changes, <b>such as the growth of Islam and the Arabic language.</b>	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.
7.14	Describe <b>the role of griots and their use of oral traditions</b> in the transmission of West African history and culture.	7.25	Explain the importance of griots in the transmission of West African history and culture.
7.15	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.	7.26	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.
7.16	Identify and locate <b>on a map</b> the geographical <b>and political</b> features of East Asia, including: <ul style="list-style-type: none"> <li>• China</li> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Japan</li> <li>• Korean Peninsula</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Sea of Japan (i.e., East Sea)</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul>	7.01	Identify and locate the geographical features of East Asia, including: <ul style="list-style-type: none"> <li>• China</li> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Japan</li> <li>• Korean Peninsula</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Sea of Japan (East Sea)</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul>
7.17	Describe the reunification of China during the <b>Sui</b> Dynasty, including the spread of Buddhism <b>and the building of the Grand Canal.</b>	7.02	Describe how the reunification of China prior to the <del>Tang</del> <b>Fang</b> Dynasty helped spread Buddhist beliefs.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
7.18	Describe the developments (e.g., <b>woodblock printing, gunpowder, and the reopening of the Silk Road</b> ) during the <b>Tang</b> Dynasty including the expansion of Confucianism.	7.03	<del>Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.</del>
7.19	Describe the developments (e.g., <b>fast-ripening rice and mariner's compass</b> ) during the Song Dynasty, <b>and examine the role of Neo-Confucianism in instituting merit-based civil service exams.</b>	7.03	<del>Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.</del>
7.20	Examine the rise of the Mongol Empire, including the conquests of Genghis Khan and Kublai Khan's establishment of the Yuan Dynasty.	7.04	Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.
		7.05	<del>Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.</del>
7.21	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.	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.
7.22	Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.	7.07	Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.
7.23	Describe the origins and central features of Shintoism: <ul style="list-style-type: none"> <li>• Key Person(s): None</li> <li>• Sacred Texts: No sacred text</li> <li>• Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami</li> </ul>	7.08	Describe the origins and central features of Shintoism: <ul style="list-style-type: none"> <li>• Key Person(s): None</li> <li>• Sacred Texts: No sacred text</li> <li>• Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami</li> </ul>
7.24	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.	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.
7.25	Describe how the Heian aristocracy contributed to the development of a Japanese national culture, <b>including politics, art, language, and literature (e.g., <i>Tale of Genji</i> as the world's first novel).</b>	7.10	Describe how the Heian aristocracy contributed to the development of a Japanese national culture.
7.26	Analyze the rise of a military society in the late 12th century, and the role of the shogun and samurai in Japanese society.	7.11	Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.
7.27	Identify and locate <b>on a map</b> geographical features of Europe, including: <ul style="list-style-type: none"> <li>• Alps</li> <li>• Atlantic Ocean</li> <li>• English Channel</li> <li>• <b>Iberian Peninsula</b></li> <li>• Mediterranean Sea</li> <li>• North European Plain</li> </ul>	7.27	Identify and locate geographical features of Europe, including: <ul style="list-style-type: none"> <li>• Alps</li> <li>• Atlantic Ocean</li> <li>• English Channel</li> <li>• Mediterranean Sea</li> <li>• <del>Influence of the North Atlantic Drift</del></li> <li>• North European Plain</li> <li>• <del>Ural Mountains</del></li> </ul>
7.28	Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church <b>across Central and Western Europe.</b>	7.28	Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church <del>beyond the Alps.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
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.	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.
7.30	Describe the development of feudalism and manorialism, and their influence on the medieval European economy (i.e., the role of the manor and the growth of towns).	7.30	Describe the development of feudalism and manorialism, their role in the medieval European economy, <del>and the way in which they were influenced by physical geography</del> (i.e., the role of the manor and the growth of towns).
7.31	Explain the Battle of Hastings and the long-term historical effects of William the Conqueror on England and Northern France, <b>including the impact on language and the spread of feudalism.</b>	7.31	Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.
7.32	Describe how political relationships both fostered cooperation (i.e., <b>Charlemagne and Pope Leo III</b> ) and led to conflict (i.e., <b>Henry IV and Pope Gregory VII</b> ) between the Papacy and European monarchs.	7.32	Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.
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.	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.
7.34	Analyze the <b>overarching</b> causes, effects, and key people of the Crusades, including Pope Urban II, Saladin, and Richard I.	7.34	Analyze the causes, effects, and key people of the <del>1st, 2nd, and 3rd</del> Crusades, including: Pope Urban II, Saladin, and Richard I.
7.35	Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.	7.35	Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.
7.36	Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.	7.36	Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.
7.37	Analyze the importance of the Black Death on the emergence of a modern economy, including: <ul style="list-style-type: none"> <li>• Agricultural improvements</li> <li>• Commerce</li> <li>• <b>Decline of feudalism</b></li> <li>• Growth of banking</li> <li>• Growth of towns</li> <li>• A merchant class</li> </ul>	7.37	Analyze the importance of the Black Death on the emergence of a modern economy, including: <ul style="list-style-type: none"> <li>• Agricultural improvements</li> <li>• Commerce</li> <li>• Growth of banking</li> <li>• A merchant class</li> <li>• <del>Technological improvements</del></li> <li>• Towns</li> </ul>
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 <b>becoming a symbol of French pride and cultural identity.</b>	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 <del>in promoting a peaceful end to the war.</del>
7.39	Describe the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula, and explain the significance of the Reconquista and Inquisition.	7.39	Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.
7.40	<b>Describe the Moorish (i.e., Muslim) and Jewish influences on the Renaissance in cities such as Toledo, Cordoba, and Granada.</b>	NEW	



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
7.41	Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.	7.40	Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities
7.42	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance, <b>including the role of patronage.</b>	7.41	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
7.43	Define humanism, and explain how maintaining a balance between faith and reason influenced Renaissance thinkers.	7.42	Explain humanism, and <del>describe how Thomas Aquinas's writings influenced humanistic thought and</del> fostered a balance between reason and faith.
7.44	Analyze the development of Renaissance art, including the significance of: <ul style="list-style-type: none"> <li>• Leonardo da Vinci (e.g., <b>Last Supper, Mona Lisa</b>)</li> <li>• Michelangelo (e.g., <b>Sistine Chapel, The David</b>)</li> <li>• <b>Filippo Brunelleschi (e.g., Florence Cathedral Dome, linear perspective)</b></li> <li>• William Shakespeare (e.g., <b>literature, language, and plays</b>)</li> </ul>	7.43	Explain the development of Renaissance art, including the significance of: <ul style="list-style-type: none"> <li>• Leonardo da Vinci</li> <li>• Michelangelo</li> <li>• William Shakespeare</li> <li>• <del>Systems of patronage</del></li> </ul>
7.45	Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.	7.44	Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.
7.46	Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's <i>95 Theses</i> .	7.45	Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's <del>95 Theses</del> .
7.47	Analyze the development of the Protestant Reformation and the split with the Catholic Church, including the emphasis on scripture alone, salvation by faith, and predestination (e.g., <b>John Calvin</b> ).	7.46	Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.
7.48	Explain the political and religious roles of Henry VIII, Mary I, and <b>Elizabeth I</b> in England's transition between Catholicism and Protestantism.	7.47	Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.
7.49	Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.	7.49	Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.
7.50	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.	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.
7.51	Compare and contrast <b>scientific theories</b> of the Greeks (i.e., geocentric), Copernicus (i.e., heliocentric), and Kepler (i.e., elliptical orbits).	7.50	Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).
7.52	Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.	7.51	Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.
7.53	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.	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.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
7.54	Identify and locate <b>on a map</b> the geographical features of the Americas, including: <ul style="list-style-type: none"> <li>• Andes Mountains</li> <li>• Appalachian Mountains</li> <li>• Atlantic Ocean</li> <li>• Caribbean Sea</li> <li>• Central Mexican Plateau</li> <li>• Great Plains</li> <li>• Gulf of Mexico</li> <li>• Mississippi River</li> <li>• North America</li> <li>• Pacific Ocean</li> <li>• Rocky Mountains</li> <li>• South America</li> <li>• Yucatan Peninsula</li> </ul>	7.53	Identify and locate the geographical features of the Americas, including: <ul style="list-style-type: none"> <li>• Andes Mountains</li> <li>• Appalachian Mountains</li> <li>• Atlantic Ocean</li> <li>• Caribbean Sea</li> <li>• Central Mexican Plateau</li> <li>• Great Plains</li> <li>• Gulf of Mexico</li> <li>• Mississippi River</li> <li>• North America</li> <li>• Pacific Ocean</li> <li>• Rocky Mountains</li> <li>• South America</li> <li>• Yucatan Peninsula</li> </ul>
7.55	Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, Plains, <b>Southwest, Pacific Northwest</b> ), including clothing, housing, and agriculture.	7.54	Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.
7.56	Describe the existence of diverse networks of North American Indian cultures <b>and sovereign nations</b> (within present-day United States) including varied languages, customs, and economic and political structures.	7.55	Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures.
7.57	Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.	7.56	Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.
7.58	Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).	7.57	Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).
7.59	Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe) during the Age of Discovery.	7.60	Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, <del>and Harrison’s chronometer</del> ) during the Age of Discovery.
7.60	Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain (i.e., mercantilism).	7.58	Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).
7.61	Explain the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: <ul style="list-style-type: none"> <li>• England: Henry Hudson</li> <li>• France: Jacques Cartier</li> <li>• Portugal: Vasco da Gama, Bartolomeu Dias</li> <li>• Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci</li> </ul>	7.59	Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: <ul style="list-style-type: none"> <li>• England: Henry Hudson</li> <li>• France: Jacques Cartier</li> <li>• Portugal: Vasco da Gama, Bartolomeu Dias</li> <li>• Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
7.62	Identify on a map French, Spanish, English, Dutch and Portuguese colonies in the Americas, and describe how the distributions of religions (e.g., Catholic and Protestant) in Europe affected the distribution of religions and colonization in the New World.	7.61	Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, <del>and explain how religion impacted the location of settlement by each country.</del>
		7.63	<del>Locate and identify the European</del> regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.
7.63	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 15th and 16th centuries, and examine the major economic and social effects on each continent.	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 15th and 16th centuries, and examine the major economic and social effects on each continent.
7.64	Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).	7.62	Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).
7.65	Explain the impact of Spanish colonization <b>in the Americas</b> , including the introduction <b>and spread of</b> Christianity, the mission system, the encomienda system, and the role of Bartolome de la Casa.	7.65	Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system <del>to the Americas as well as</del> Bartolome de la Casa's role <del>in the transition to African slavery.</del>

**EIGHTH GRADE SOCIAL STUDIES:  
United States History and Geography: Colonization of North America to Reconstruction**

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., 8.01 refers to 8<sup>th</sup> Grade, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.01	Compare and contrast the British, <b>Dutch</b> , French, and Spanish colonies in North America, including their geographic location, <b>economic focus, and treatment of American Indians.</b>	8.09	Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.
8.02	Explain the religious and/or economic motivations for the founding of the Thirteen English Colonies.	8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> <li>• <del>Anne Hutchinson</del></li> <li>• Role of theocracy</li> <li>• <del>Salem Witch Trials</del></li> <li>• <del>Town meetings</del></li> </ul>
		8.01	Explain the founding and development of Jamestown <del>as the first permanent English colony, its early struggles,</del> the economic and political structure, <del>and role of the Powhatan people.</del>
		8.02	Explain the founding and development of the Plymouth Colony, including <del>the significance of: the Mayflower Compact, interactions with Squanto,</del> and the role of religious freedom.
		8.04	Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, <del>including the roles of Roger Williams and Thomas Hooker.</del>
		8.05	Analyze the economic motivation for the Dutch founding New Netherlands, <del>the diverse population of the colony, and the transition to the English colony of New York.</del>
		8.06	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, <del>including the significance of:</del> <ul style="list-style-type: none"> <li>• <del>William Penn</del></li> <li>• <del>Philadelphia</del></li> <li>• <del>Relationship with American Indians</del></li> <li>• <del>Role of women</del></li> </ul>
		8.07	Explain the reasons behind the settlement of the Georgia Colony, <del>including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding.</del>
8.03	Describe hardships experienced by the early colonists, including the first years of the Jamestown and Plymouth colonies.	8.01	Explain the founding and development of Jamestown <del>as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
		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.
8.04	Identify and locate <b>on a map the physical and political features</b> of the Thirteen English Colonies, including: <ul style="list-style-type: none"> <li>• Location of each colony</li> <li>• <b>Three colonial regions (i.e., New England, Middle, and Southern)</b></li> <li>• <b>Mississippi River</b></li> <li>• <b>Appalachian Mountains</b></li> <li>• <b>Ohio River</b></li> </ul>	8.08	Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.
8.05	<b>Compare and contrast</b> the religious groups in the Thirteen British Colonies, including the Puritans and the Quakers.	8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> <li>• Anne Hutchinson</li> <li>• Role of theocracy</li> <li>• Salem Witch Trials</li> <li>• Town meetings</li> </ul>
		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"> <li>• William Penn</li> <li>• Philadelphia</li> <li>• Relationship with American Indians</li> <li>• Role of women</li> </ul>
8.06	<b>Compare types of government</b> in the Thirteen English Colonies, including self-government, representative government, and theocracy.	8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> <li>• Anne Hutchinson</li> <li>• Role of theocracy</li> <li>• Salem Witch Trials</li> <li>• Town meetings</li> </ul>
		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.
		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.
8.07	<b>Explain the development of democratic ideologies that developed in the colonies</b> , including expansion of voting rights (e.g. Connecticut), freedom of religion, town meetings, and separation of church and state (e.g., Rhode Island).	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.
		8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> <li>• Anne Hutchinson</li> <li>• Role of theocracy</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
			<ul style="list-style-type: none"> <li>• Salem Witch Trials</li> <li>• Town meetings</li> </ul>
		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.
8.08	<b>Describe the three colonial regions, and explain the relationship between</b> the geography and economy in the development of each area (e.g., resources and industries).	8.08	Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.
<b>8.09</b>	<b>Describe the labor systems of the colonial period, including indentured servants, apprenticeships, and African enslavement.</b>	<b>NEW</b>	
8.10	Examine the origins and growth of African enslavement in the colonies, including the conditions of the Middle Passage, <b>the impact of Bacon’s Rebellion, and the slave codes.</b>	8.10	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.
<b>8.11</b>	<b>Explain the economic impact of the triangular trade.</b>	<b>NEW</b>	
8.12	Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.	8.11	Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.
8.13	Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.	8.13	Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: <del>the massacre at Fort Loudoun</del> , the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763
<b>8.14</b>	<b>Identify the influence of the Cumberland Gap in the settling of Tennessee.</b>	<b>NEW</b>	
8.15	Analyze <b>the influence of Benjamin Franklin as a revolutionary thinker</b> , including the "Join or Die" cartoon, the Albany Plan of Union, <b>and serving as an ambassador.</b>	8.14	Explain <del>the political contributions of</del> Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union.
8.16	Analyze the events, <b>ideas</b> , and groups that led to the American Revolution, including: <ul style="list-style-type: none"> <li>• Mercantilism</li> <li>• Navigation Acts</li> <li>• <b>The Sugar Act, 1764</b></li> <li>• The Quartering Act, 1765</li> <li>• The Stamp Act, 1765</li> <li>• The Boston Massacre, 1770</li> <li>• The Boston Tea Party, 1773</li> <li>• Intolerable/Coercive Acts, 1774</li> <li>• Sons of Liberty</li> <li>• <b>“taxation without representation”</b></li> <li>• <b>Influence of colonial protests (e.g., boycotts)</b></li> </ul>	8.15	Analyze <del>the social, political, and economic causes of</del> the events and groups of the American Revolution, including: <ul style="list-style-type: none"> <li>• The Quartering Act, 1765</li> <li>• The Stamp Act, 1765</li> <li>• <del>The Declaratory Act, 1766</del></li> <li>• <del>The Townshend Acts, 1767</del></li> <li>• The Boston Massacre, 1770</li> <li>• The Boston Tea Party, 1773</li> <li>• Intolerable/Coercive Acts, 1774</li> <li>• Sons of Liberty</li> </ul>
		8.12	Explain the Navigation Acts and <del>the policy of</del> mercantilism.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.17	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.	8.17	<del>Locate and</del> 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.
8.18	Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> .	8.16	Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> .
8.19	Analyze <b>and interpret</b> the Declaration of Independence, and determine the historical and present-day significance of the document. (T.C.A. 49-6-1028)	8.18	Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028)
8.20	<b>Examine various perspectives of men and women during the American Revolution including, loyalists, patriots, neutral colonists, and persons of African descent.</b>	8.19	<del>Compare and contrast the points of view of</del> Loyalists and Patriots.
8.21	<b>Identify and</b> explain the significance of the following during the American Revolution: <ul style="list-style-type: none"> <li>• Struggles of the Continental Army (e.g., <b>Valley Forge</b>)</li> <li>• Battles of Trenton and Princeton</li> <li>• Battle of Kings Mountain</li> <li>• Battles of Saratoga</li> <li>• Battle of Yorktown</li> <li>• Guerrilla warfare</li> </ul>	8.20	<del>Locate and</del> explain the significance of the following during the American Revolution: <ul style="list-style-type: none"> <li>• Struggles of the Continental Army</li> <li>• Battles of Trenton and Princeton</li> <li>• Battle of Kings Mountain</li> <li>• Battle of Saratoga</li> <li>• Battle of Yorktown</li> <li>• Guerrilla warfare</li> </ul>
8.22	Describe the significance of the Northwest Ordinance of 1787 <b>and its impact on the process of gaining statehood, the spread of public education, and the banning of slavery in the territory.</b>	8.21	<del>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.</del>
8.23	<b>Identify the Articles of Confederation as the first constitution,</b> and explain its weaknesses as exemplified by: <ul style="list-style-type: none"> <li>• <b>Government structure (e.g., one branch, no power to tax)</b></li> <li>• The Lost State of Franklin</li> <li>• Shays' Rebellion</li> </ul>	8.21	Analyze <del>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.</del>
8.24	Describe <b>the influence of</b> James Madison 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)	8.22	Describe <del>the roles of James Madison and George Washington</del> 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)
8.25	Examine the principles and purposes of government listed in the Preamble and stated in the Constitution, including: (T.C.A. § 49-6-1028) <ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Federalism</li> <li>• <b>Limited government</b></li> <li>• <b>Popular sovereignty</b></li> <li>• Separation of powers</li> </ul>	8.23	Examine the principles and purposes of government listed 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)
8.26	<b>Describe the origins of the presidential election process, including the electoral college. (T.C.A. § 49-6-1028)</b>	NEW	

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.27	Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution and the Bill of Rights. (T.C.A. 49-6-1028)	8.24	Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, <del>including the protection of individual rights through the Bill of Rights and concern for states' rights.</del> (T.C.A. § 49-6-1028)
8.28	Analyze the major events of George Washington's administration, including the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address.	8.25	Analyze the major events of President George Washington's administration, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address.
8.29	Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties, <b>and examine their viewpoints on issues such as</b> foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.	8.26	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.
8.30	Explain the significant domestic and international events that impacted the administration of John Adams, including trade conflicts with Great Britain and France.	8.27	Explain <del>the controversies that plagued</del> the administration of President John Adams, including: the conflicts with Great Britain and France, <del>the XYZ Affair, and the Alien and Sedition Acts.</del>
8.31	Identify how westward expansion led to the statehood of Tennessee and the importance of its first state constitution (1796). (T.C.A. § 49-6-1028)	8.28	Identify how westward expansion led to the statehood of Tennessee and the importance of its first state constitution (1796). (T.C.A. § 49-6-1028)
8.32	Analyze the effects of the election of 1800 including: <ul style="list-style-type: none"> <li>• <b>Peaceful transition of power</b></li> <li>• <b>Midnight judges</b></li> <li>• <i>Marbury v. Madison</i> (e.g., <b>judicial review</b>)</li> </ul>	8.29	Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in <i>Marbury v. Madison</i> .
8.33	Explain the major events of Thomas Jefferson's administration, including: <ul style="list-style-type: none"> <li>• Conflict with Barbary Pirates</li> <li>• Embargo Act</li> <li>• Lewis and Clark Expedition</li> <li>• Louisiana Purchase</li> </ul>	8.30	Explain the major events of Thomas Jefferson's presidency, including: <ul style="list-style-type: none"> <li>• Conflict with the Barbary pirates</li> <li>• Embargo Act</li> <li>• Lewis and Clark Expedition</li> <li>• Louisiana Purchase</li> </ul>
8.34	<b>Evaluate the effectiveness of negotiations between the U.S. government and American Indians during the time period.</b>	<b>NEW</b>	
8.35	Explain the causes, course, and consequences of the War of 1812, including: <ul style="list-style-type: none"> <li>• Use of impressment and trade restrictions between the U.S. and Great Britain</li> <li>• Roles of Andrew Jackson and Tecumseh</li> <li>• Impact on the American Indians</li> <li>• Rise of nationalism in the United States</li> </ul>	8.31	Explain the causes, course, and consequences of the War of 1812, including: <ul style="list-style-type: none"> <li>• Use of impressment and trade restrictions between the U.S. and Great Britain</li> <li>• Roles of Andrew Jackson and William Henry Harrison</li> <li>• Significance of the Treaty of Ghent</li> <li>• Rise in nationalism in the U.S</li> </ul>
8.36	Explain the purpose and provisions of the Monroe Doctrine.	8.33	Analyze the purpose and effects of the Monroe Doctrine.



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.37	Determine the role played by Chief Justice John Marshall, including key decisions of the Supreme Court, such as <i>Gibbons v. Ogden</i> (i.e., <b>impact on interstate commerce</b> ) and <i>McCulloch v. Maryland</i> (i.e., <b>impact on the national bank</b> ).	8.44	Analyze the role played by Chief Justice John Marshall in <del>strengthening the judicial branch</del> , including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> .
8.38	Examine the importance of the elections of 1824 and 1828, including <b>expansion of voting rights</b> , the corrupt bargain, the spoils system, and Jacksonian Democracy.	8.45	Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.
8.39	<b>Determine the historical significance of key</b> events of Andrew Jackson's administration, including the battle with the Bank of the United States and the Nullification Crisis.	8.46	Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, <del>and analyze the effects of these events on the nation.</del>
8.40	Describe the impact of the Indian Removal Act 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.	8.47	Describe the impact of the Indian Removal Act 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.
8.41	Identify <b>changes to voting rights under</b> the Tennessee Constitution of 1834, including the expansion of voting rights to non-property owners <b>and the removal of voting rights for free African-American men.</b> (T.C.A. 49-6-1028)	8.48	Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)
8.42	Describe the development of the agrarian economy in the South, including: <ul style="list-style-type: none"> <li>• The location of the Cotton Belt</li> <li>• The significance of cotton and the cotton gin</li> <li>• The growth of enslavement</li> <li>• <b>The significance of the planter class and yeoman farmers</b></li> </ul>	8.34	Describe the development of the agrarian economy in the South, the locations of the cotton producing states, the significance of cotton and the cotton gin, <del>and the founding of Memphis as a center for cotton and the slave trade.</del>
8.43	Describe the daily life <b>and culture of enslaved persons in the South prior to the Civil War, such as jobs performed, punishments and consequences, oral history, and the influence of religion and music.</b> (T.C.A. 49-6-1028)	8.36	Identify the conditions of enslavement, <del>and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.</del>
8.44	Explain how enslaved persons resisted bondage in their daily lives, including passive and overt resistance and Nat Turner's Rebellion.	8.10	<del>Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.</del>
		8.36	<del>Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.</del>
8.45	Explain the development of the American Industrial Revolution, including: <ul style="list-style-type: none"> <li>• Eli Whitney and interchangeable parts</li> <li>• Role of the textile industry</li> <li>• <b>Mass production</b></li> <li>• <b>Introduction of women in the work force</b></li> </ul>	8.37	Explain the development of the American Industrial Revolution, including: <ul style="list-style-type: none"> <li>• Eli Whitney and interchangeable parts</li> <li>• <del>Emergence of trade unions</del></li> <li>• <del>Lowell System</del></li> <li>• Role of the textile industry</li> <li>• <del>Samuel Slater</del></li> </ul>
8.46	Explain how technological developments affected the growth of the industrial economy and cities in the North, <b>including working and living conditions.</b>	8.38	Describe how technological developments affected the growth of the industrial economy and cities in the North.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.47	Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the United States prior to the Civil War.	8.39	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
8.48	Analyze the development of roads, canals, railroads, and steamboats throughout the United States, including the Erie Canal.	8.40	Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal <del>and the National Road.</del>
8.49	Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.	8.41	Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.
8.50	Analyze the development of the Woman Suffrage Movement, including the Seneca Falls Convention, and the ideals of <b>reform leaders such as</b> Elizabeth Cady Stanton, Susan B. Anthony, <b>Lucretia Mott</b> and Sojourner Truth.	8.42	Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.
8.51	Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, and Harriet Tubman, and the methods they used to spread the movement.	8.43	Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, <del>Elihu Embree</del> , and Harriet Tubman, and the methods they used to spread the movement.
8.52	Analyze the concept of Manifest Destiny and its impact on the development of the nation, including economic incentives for westward expansion, <b>impact on American Indians, and the territorial expansion of slavery.</b>	8.49	Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion.
8.53	Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.	8.50	Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.
8.54	Describe the motivations for American settlements in <b>Mexican-ruled</b> Texas after 1821 and the causes of the Texas War for Independence, and determine the legacy of the Alamo, including Davy Crockett and Sam Houston.	8.51	Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo.
8.55	Analyze the reasons for and outcomes of groups moving west, including the significance of: <ul style="list-style-type: none"> <li>• Fur traders</li> <li>• Mormons</li> <li>• <b>Families on the Oregon Trail</b></li> <li>• <b>Opportunities for women and African Americans</b></li> </ul>	8.52	Analyze the reasons for and outcomes of groups moving west, including the significance of: <ul style="list-style-type: none"> <li>• Fur traders</li> <li>• Mormons</li> <li>• Oregon Trail</li> <li>• <del>Santa Fe Trail</del></li> </ul>
8.56	Identify the major events and impact of James K. Polk’s administration, including: <ul style="list-style-type: none"> <li>• Settlement of the Oregon boundary</li> <li>• The annexation of Texas</li> <li>• Border disputes over the Rio Grande River</li> <li>• Mexican-American War</li> <li>• Mexican Cession</li> </ul>	8.53	Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary.
		8.54	<del>Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
8.57	Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movements including the forty-niners and Asian immigrants.	8.55	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).
8.58	Explain the reasons for and the impact of the Compromise of 1850, including: <ul style="list-style-type: none"> <li>• Henry Clay’s role as “The Great Compromiser”</li> <li>• Fugitive Slave Act</li> <li>• Harriet Beecher Stowe’s influence with <i>Uncle Tom’s Cabin</i></li> </ul>	8.56	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> ).
8.59	Analyze the motivations and divisional effects of the Kansas-Nebraska Act of 1854, including: <ul style="list-style-type: none"> <li>• Rise of the Republican Party</li> <li>• “Bleeding Kansas”</li> <li>• Preston Brooks’ attack on Charles Sumner</li> <li>• John Brown’s raid at Harper’s Ferry</li> </ul>	8.58	Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: <ul style="list-style-type: none"> <li>• Rise of the Republican Party</li> <li>• “Bleeding Kansas”</li> <li>• Preston Brooks’ attack on Charles Sumner</li> <li>• John Brown’s raid at Harper’s Ferry</li> </ul>
8.60	Analyze the impact of the Supreme Court's 1857 <i>Dred Scott v. Sandford</i> decision <b>on the debate over slavery in the United States.</b>	8.59	Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South.
8.61	Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.	8.60	Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.
8.62	Describe how sectional division of the United States led to Abraham Lincoln's victory in the election of 1860.	8.61	<del>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.</del>
8.63	Describe the significance of the battle of Fort Sumter and Tennessee’s struggle over the decision to secede.	8.62	<del>Describe the outbreak of the Civil War and the resulting sectional differences, including: <ul style="list-style-type: none"> <li>• Economic, geographic, and technological advances</li> <li>• Military strategies</li> <li>• Roles of President Abraham Lincoln and Jefferson Davis</li> <li>• Significance of Fort Sumter</li> <li>• Geographical divisions within states</li> </ul> </del>
8.64	<b>Compare and contrast the Union and Confederacy at the outbreak of the Civil War</b> , including: <ul style="list-style-type: none"> <li>• Military and political leadership</li> <li>• Military strategies</li> <li>• <b>Infrastructure</b></li> <li>• Agricultural and industrial strengths</li> <li>• <b>Population</b></li> </ul>	8.62	<del>Describe the outbreak of the Civil War and the resulting sectional differences, including: <ul style="list-style-type: none"> <li>• Economic, geographic, and technological advances</li> <li>• Military strategies</li> <li>• Roles of President Abraham Lincoln and Jefferson Davis</li> <li>• Significance of Fort Sumter</li> <li>• Geographical divisions within states</li> </ul> </del>
8.65	Examine the goals, strategies, and outcomes throughout the Civil War, including: <ul style="list-style-type: none"> <li>• The Union's Campaign (e.g., General Ulysses S. Grant)</li> <li>• The Confederacy's Campaign (e.g., General Robert E. Lee)</li> <li>• General William T. Sherman’s use of total war</li> <li>• Control of Tennessee</li> </ul>	8.63	Explain the significance of the following battles, events, and leaders during the Civil War, including: <ul style="list-style-type: none"> <li>• <del>First Battle of Bull Run</del></li> <li>• <del>Battle of Shiloh</del></li> <li>• <del>Battle of Antietam</del></li> <li>• <del>Battle of Gettysburg</del></li> <li>• <del>Battle of Vicksburg</del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
			<ul style="list-style-type: none"> <li>• Sherman’s March to the Sea</li> <li>• Surrender at Appomattox Court House</li> <li>• David Farragut</li> <li>• Nathan Bedford Forrest</li> <li>• Ulysses S. Grant</li> <li>• Thomas “Stonewall” Jackson</li> <li>• Robert E. Lee</li> </ul>
8.66	Analyze the significance <b>and motivations</b> of the Emancipation Proclamation and the Gettysburg Address and their relationship to the Battle of Antietam and the Battle of Gettysburg, respectively.	8.64	Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.
		8.63	<p>Explain the significance of the following battles, events, and leaders during the Civil War, including:</p> <ul style="list-style-type: none"> <li>• First Battle of Bull Run</li> <li>• Battle of Shiloh</li> <li>• Battle of Antietam</li> <li>• Battle of Gettysburg</li> <li>• Battle of Vicksburg</li> <li>• Sherman’s March to the Sea</li> <li>• Surrender at Appomattox Court House</li> <li>• David Farragut</li> <li>• Nathan Bedford Forrest</li> <li>• Ulysses S. Grant</li> <li>• Thomas “Stonewall” Jackson</li> <li>• Robert E. Lee</li> </ul>
8.67	Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner. (T.C.A. § 49-6-1006)	8.65	Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner <del>and the 13th U.S. Colored Troops in the Battle of Nashville.</del> (T.C.A. § 49-6-1006)
8.68	<b>Examine the technological and medical advancements during the Civil War, and their impact on the role of women and</b> the daily life of the common soldier.	8.66	Analyze <del>how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated</del> the daily life of the common soldier.
8.69	<b>Examine the conclusions of the Civil War including,</b> the passing of the 13th amendment, the Confederate surrender at Appomattox Courthouse, and impact of the assassination of President Lincoln.	8.67	Analyze the <del>immediate political</del> impact of the assassination of President Abraham Lincoln <del>and Andrew Johnson’s ascension to the presidency.</del>
		8.68	Explain the significance of the 13th, 14th, and 15th <del>Amendments to the U.S. Constitution.</del>
		8.63	<p>Explain the significance of the following battles, events, and leaders during the Civil War, including:</p> <ul style="list-style-type: none"> <li>• First Battle of Bull Run</li> <li>• Battle of Shiloh</li> <li>• Battle of Antietam</li> <li>• Battle of Gettysburg</li> <li>• Battle of Vicksburg</li> <li>• Sherman’s March to the Sea</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
			<ul style="list-style-type: none"> <li>• Surrender at Appomattox Court House</li> <li>• <del>David Farragut</del></li> <li>• <del>Nathan Bedford Forrest</del></li> <li>• <del>Ulysses S. Grant</del></li> <li>• <del>Thomas “Stonewall” Jackson</del></li> <li>• <del>Robert E. Lee</del></li> </ul>
8.70	<p><b>Explain the structure of Reconstruction under the Radical Republicans, including:</b></p> <ul style="list-style-type: none"> <li>• 14th and 15th amendment</li> <li>• <b>Five military zones</b></li> <li>• <b>Readmittance of Tennessee into the Union</b></li> <li>• <b>Southern reaction to northern presence</b></li> </ul>	8.68	<p><del>Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.</del></p>
8.71	Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the authorization of a poll tax. (T.C.A. § 49-6-1028)	8.70	Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028).
8.72	Examine the conflict between President Andrew Johnson and the Radical Republicans over Reconstruction, and <b>determine the significance of Johnson’s impeachment.</b>	8.71	Analyze the conflict between President Andrew Johnson and the Radical Republicans, including <del>Johnson’s veto of the Tenure of Office Act and his impeachment.</del>
8.73	<p>Explain the opportunities for and restrictions placed on freedmen, including:</p> <ul style="list-style-type: none"> <li>• Racial segregation</li> <li>• Black codes</li> <li>• The efforts of the Freedmen's Bureau</li> <li>• The emergence of vigilante actions by the Ku Klux Klan</li> </ul>	8.72	<p>Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau <del>to address the problems confronting newly freed slaves.</del></p>
		8.73	<p>Trace the rise of the Ku Klux Klan and vigilante actions <del>in the South and in Tennessee, including the role of Governor William Brownlow</del></p>
8.74	Explain the outcome of the <b>Election of 1876</b> , including the Compromise of 1877 and its role in ending Radical Reconstruction.	8.75	Explain the Compromise of 1877 and its role in ending Radical Reconstruction.

Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>Removed due to time constraints</b>	8.32	Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.
	<b>Removed due to time constraints</b>	8.35	Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War.
	<b>Removed: not needed.</b>	8.57	Describe the significance of the Gadsden Purchase of 1853.
	<b>Removed: not needed.</b>	8.69	Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction.
	<b>Removed: not needed.</b>	8.74	Explain the roles carpetbaggers and scalawags played during Reconstruction.

## ECONOMICS

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., E.01 refers to Economics, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
E.01	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	E.01	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.
E.02	Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.	E.02	Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.
E.03	Explain reasons for voluntary exchange, including positive and negative incentives.	E.03	Explain reasons for voluntary exchange, including positive and negative incentives.
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.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.05	Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?	E.05	Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?
E.06	Use a production possibilities curve to explain <b>economic</b> concepts, such as choice, productivity, trade-offs, growth, scarcity, unemployment, and opportunity cost.	E.06	Use a production possibilities curve to explain the concepts of: <ul style="list-style-type: none"> <li>• Choice</li> <li>• Growth</li> <li>• Opportunity cost</li> <li>• Productivity</li> <li>• Scarcity</li> <li>• Tradeoffs</li> <li>• Unemployment</li> </ul>
E.07	Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx.	E.07	Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx.
E.08	Identify and explain the following broad goals of economic policy: <ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Equity</li> <li>• Freedom</li> <li>• Full Employment</li> <li>• Growth</li> <li>• Price Stability</li> <li>• Security</li> </ul>	E.08	Identify and explain the following broad goals of economic policy: <ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Equity</li> <li>• Freedom</li> <li>• Full employment</li> <li>• Growth</li> <li>• Price stability</li> <li>• Security</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
E.09	Define supply and demand, provide relevant examples, and consider <i>ceteris paribus</i> (i.e., all things being equal).	E.09	Define supply and demand, provide relevant examples, and consider <i>ceteris paribus</i> (i.e., all things being equal).
E.10	Identify factors that cause changes in market supply and demand.	E.10	Identify factors that cause changes in market supply and demand.
E.11	Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate.	E.11	Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate.
E.12	Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages, and graph examples on a curve.	E.12	Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages.
		E.13	<del>Describe how supply and demand determine equilibrium price, and</del> graph examples on a curve.
E.13	Analyze causes and effects of shortages and surpluses on supply and demand.	E.14	Describe causes of shortages and surpluses.
		E.15	Analyze effects of shortages and surpluses on supply and demand.
E.14	Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	E.16	Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
E.15	Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.	E.17	Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
E.16	Define stock, and describe the connections between capital, stock markets, banks, and the economy.	E.18	Define stock, and describe the connections between capital, stock markets, banks, and the economy.
E.17	Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers.	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.18	Summarize the role and historical impact of economic institutions (e.g., labor unions, multinationals, and nonprofit organizations) within market economies.	E.20	Summarize the role and historical impact of economic institutions (such as labor unions, multinationals, and nonprofit organizations) within market economies.
E.19	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	E.21	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.
E.20	Explain how competition impacts pricing and production in market structures.	E.22	Explain how competition impacts pricing and production in market structures.
E.21	Identify laws and regulations adopted in the United States to promote competition among firms.	E.23	Identify laws and regulations adopted in the U.S. to promote competition among firms.



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
E.22	Explain ways that firms engage in price and non-price competition.	E.24	Explain ways that firms engage in price and non-price competition.
E.23	Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.	E.25	Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies (such as utilities).
E.24	Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.	E.27	Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.
E.25	Describe potential factors that influence the earnings of workers.	E.28	Describe potential factors that influence the earnings of workers.
E.26	Describe methods of revenue (e.g., taxes, bonds, printing) for governments, and explain ways that they allocate funds.	E.29	Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds.
E.27	Analyze reasons that government deficits, debts, and surpluses are accrued, and examine the differences between government budgets with personal budgets.	E.30	Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets.
E.28	Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them.	E.31	Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them.
E.29	Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education).	E.32	Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education).
E.30	Explore potential national debt management strategies, considering their feasibility and implications.	E.33	Explore potential national debt management strategies, considering their feasibility and implications.
E.31	Describe the purpose, role, and function of the Federal Reserve.	E.34	Describe the purpose, role, and function of the Federal Reserve.
E.32	Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy.	E.35	Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy.
E.33	Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making.	E.36	Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making.
E.34	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.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.35	Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights).	E.38	Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights).
E.36	Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated.	E.39	Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
E.37	Define externalities, and identify examples of them.	E.40	Define externalities, and identify examples of them.
E.38	Identify the different causes of inflation, and analyze its impacts.	E.41	Identify the different causes of inflation, and analyze inflation's impact.
E.39	Explain the role of banks and other financial institutions in the U.S. economy.	E.42	Explain the role of banks and other financial institutions in the U.S. economy.
E.40	Differentiate between different types of unemployment (e.g., structural, frictional, seasonal, underemployment, and cyclical).	E.43	Differentiate between different types of unemployment (e.g., structural, functional, seasonal, underemployment, and cyclical).
E.41	Describe the impact of investment and consumer debt as it relates to the national economy.	E.44	Describe the impact of investment and consumer debt as it relates to the national economy.
E.42	Explain the benefits of trade among individuals, regions, and countries.	E.45	Explain the benefits of trade among individuals, regions, and countries.
E.43	Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage.	E.46	Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage.
E.44	Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers.	E.47	Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers.
E.45	Define trade deficit <b>and trade surplus</b> , and identify reasons why <b>both</b> exist.	E.48	Define trade deficit, and identify reasons why trade deficits exist
E.46	Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.	E.49	Explain how changes in exchange rates impact the purchasing power of people in the U.S. and other countries.
E.47	Evaluate the arguments for and against free trade.	E.50	Evaluate the arguments for and against free trade.

Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	Removed due to time constraints	E.26	Demonstrate how firms with market power can determine price and output.

## UNITED STATES GOVERNMENT AND CIVICS

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., GC.01 refers to Government & Civics, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
GC.01	<b>Describe the purpose and functions of government.</b>	NEW	
GC.02	<b>Compare and contrast</b> different forms of government, such as monarchy, <b>oligarchy</b> , democracy, and <b>republic</b> .	GC.09	<del>Define the concepts of democracy and republic, and examine the relationship between the two.</del>
GC.03	Analyze the influence of various thinkers on the formation of U.S. government, such as <b>William Blackstone</b> , John Locke, Charles-Louis Montesquieu, and Thomas Hobbes.	GC.01	Examine the influences of <del>leading European</del> thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) <del>and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).</del>
GC.04	Analyze the influence of past governments on the formation of the United States, such as Greek democracy, Roman republic, the Magna Carta, <b>and the Mayflower Compact</b> .	GC.01	Examine the influences of <del>leading European</del> thinkers (e.g., <del>John Locke, Charles-Louis Montesquieu, Thomas Hobbes</del> ) <del>and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).</del>
GC.05	Examine the Declaration of Independence and American grievances against British rule.	GC.02	Examine the Declaration of Independence and American grievances against British rule.
GC.06	Identify the strengths and weaknesses of the Articles of Confederation.	GC.03	Identify the strengths and weaknesses of the Articles of Confederation.
GC.07	Discuss the Constitutional Convention of 1787, including <b>major compromises</b> (e.g., Great Compromise, <b>Three-Fifths Compromise, importation of enslaved people, and the electoral college</b> ).	GC.04	Discuss the Constitutional Convention of 1787, including the Great Compromise <del>and the ensuing debate over ratification between the Federalists and Anti-Federalists.</del>
GC.08	<b>Identify key</b> debates surrounding the ratification of the constitution between the Federalists ( <b>e.g., Federalist Papers</b> ) and Anti-federalists ( <b>e.g., Brutus Papers</b> ).	GC.04	<del>Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.</del>
GC.09	Describe the purposes of government as outlined in the Preamble of the Constitution.	GC.05	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.
GC.10	Describe <b>principles</b> of limited government in the U.S. Constitution, including: <ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Federalism</li> <li>• Judicial Review</li> <li>• Popular sovereignty</li> <li>• Rule of law</li> <li>• Separation of powers</li> </ul>	GC.06	Describe limited government within the Constitution, including: <ul style="list-style-type: none"> <li>• Checks and balances</li> <li><del>• Civilian control of the military</del></li> <li>• Federalism</li> <li>• Judicial review</li> <li>• Popular sovereignty</li> <li>• Rule of law</li> <li>• Separation of powers</li> </ul>
GC.11	Describe the structure of the Constitution and the process to amend it.	GC.07	Describe the structure of the Constitution and the process to amend it.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
GC.12	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: <ul style="list-style-type: none"> <li>• Election to office for representatives and senators</li> <li>• Eligibility for office</li> <li>• Length of terms</li> <li>• Roles <b>and responsibilities</b></li> </ul>	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, <del>respectively.</del>
GC.13	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> <b>and</b> <i>Shaw v. Reno</i> .	GC.11	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> .
GC.14	Identify leadership positions in the legislative branch <b>and describe their roles</b> , including: <ul style="list-style-type: none"> <li>• Majority and minority leaders</li> <li>• President pro tempore</li> <li>• Role of the vice president</li> <li>• Speaker of the House</li> </ul>	GC.12	Identify leadership positions of the legislative branch, including: <ul style="list-style-type: none"> <li>• Majority and minority leaders</li> <li>• President pro tempore</li> <li>• Role of the vice president</li> <li>• Speaker of the House</li> </ul>
GC.15	Describe the legislative process from the introduction of a bill to a presidential action.	GC.13	Describe the process of how a bill becomes a law.
GC.16	Identify Tennessee’s U.S. Senators and the representative for the student’s respective district.	GC.14	Identify the Tennessee representatives and senators to U.S. Congress.
GC.17	Identify the <b>enumerated, implied, and concurrent</b> powers of the U.S. Congress.	GC.15	Describe the powers of U.S. Congress, including: <ul style="list-style-type: none"> <li>• <del>Appropriations</del></li> <li>• <del>Commercee</del></li> <li>• <del>Confirmations</del></li> <li>• <del>Declaration of war</del></li> <li>• <del>Implied powers</del></li> <li>• <del>Necessary and proper clause</del></li> </ul>
GC.18	<b>Explain the process and significance of congressional elections (e.g., mid-term elections).</b>	NEW	
GC.19	<b>Identify the arguments in <i>Federalist Paper #70</i> that addresses the establishment of the executive office.</b>	NEW	
GC.20	Analyze Article II of the Constitution as it relates to the executive branch, including: <ul style="list-style-type: none"> <li>• Length of Term (i.e., 22nd Amendment)</li> <li>• Eligibility for office</li> <li>• Oath of office</li> <li>• Succession (i.e., 25th Amendment)</li> <li>• <b>Impeachment</b></li> </ul>	GC.16	Analyze Article II of the Constitution as it relates to the executive branch, including: <ul style="list-style-type: none"> <li>• <del>Appointments</del></li> <li>• <del>Commander in chief of the military</del></li> <li>• Eligibility for office</li> <li>• <del>Executive orders</del></li> <li>• Length of term (22nd Amendment)</li> <li>• Oath of office</li> <li>• <del>Powers of the president</del></li> <li>• Succession (25th Amendment)</li> <li>• <del>Treaties</del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
GC.21	Describe the various powers and roles of the presidency, including: <ul style="list-style-type: none"> <li>• Commander-in-Chief</li> <li>• Treaty negotiation</li> <li>• Appointments</li> </ul>	GC.16	<del>Analyze Article II of the Constitution as it relates to the executive branch, including:</del> <ul style="list-style-type: none"> <li>• Appointments</li> <li>• Commander-in-chief of the military</li> <li><del>• Eligibility for office</del></li> <li><del>• Executive orders</del></li> <li><del>• Length of term (22nd Amendment)</del></li> <li><del>• Oath of office</del></li> <li><del>• Powers of the president</del></li> <li><del>• Succession (25th Amendment)</del></li> <li>• Treaties</li> </ul>
GC.22	Identify <b>and describe the functions of</b> executive branch departments <b>and agencies (e.g., bureaucracies) in the United States</b> , including: <ul style="list-style-type: none"> <li>• Defense</li> <li>• State</li> <li>• Treasury</li> <li>• Justice</li> </ul>	GC.17	Identify major departments of the executive branch, including: <ul style="list-style-type: none"> <li>• Defense</li> <li><del>• Education</del></li> <li>• Justice</li> <li>• State</li> <li>• Treasury</li> </ul>
GC.23	Trace the sequence of a presidential election from initial candidacy through inauguration.	GC.32	<del>Explain the role of political parties in the nomination</del> process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections.
GC.24	Explain the Electoral College system, and compare and contrast arguments for and against it.	GC.18	Explain the Electoral College system, and compare and contrast arguments for and against it.
<b>GC.25</b>	<b>Identify the arguments in <i>Federalist Paper #78</i> that addresses the establishment of the federal courts system.</b>	<b>NEW</b>	
GC.26	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.	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.
GC.27	Explain the processes of selection and confirmation of Supreme Court justices.	GC.20	Explain the processes of selection and confirmation of Supreme Court justices.
GC.28	Explain the principle of judicial review established by <i>Marbury v. Madison</i> , and how it is used as a check on other branches of federal and state governments.	GC.21	Explain the process of judicial review established by <i>Marbury v. Madison</i> .
		GC.22	<del>Describe the</del> Supreme Court's role in determining the constitutionality of laws and acts of the legislative and executive branches.
GC.29	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)	GC.08	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)
GC.30	Analyze the First Amendment and its application to freedom of speech in historical and contemporary Supreme Court cases, including <i>Schenck v. United States</i> and <i>Tinker v. Des Moines</i> .	GC.23	Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment, including: <ul style="list-style-type: none"> <li>• <i>Schenck v. United States</i></li> <li><del>• <i>Engel v. Vitale</i></del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
			<ul style="list-style-type: none"> <li>• <i>Tinker v. Des Moines</i></li> <li>• <i>Lemon v. Kurtzman</i></li> <li>• <i>New York Times v. United States</i></li> <li>• <i>Miller v. California</i></li> <li>• <i>Texas v. Johnson</i></li> </ul>
GC.31	Analyze the First Amendment and its application to freedom of religion in historical and contemporary Supreme Court cases, including <i>Engel v. Vitale</i> and <i>Wisconsin v. Yoder</i> .	GC.23	Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment, including: <ul style="list-style-type: none"> <li>• <i>Schenck v. United States</i></li> <li>• <i>Engel v. Vitale</i></li> <li>• <i>Tinker v. Des Moines</i></li> <li>• <i>Lemon v. Kurtzman</i></li> <li>• <i>New York Times v. United States</i></li> <li>• <i>Miller v. California</i></li> <li>• <i>Texas v. Johnson</i></li> </ul>
GC.32	Analyze the First Amendment and its application to freedom of press in historical and contemporary Supreme Court cases, including <i>New York Times Co. v. United States</i> and <i>Hazelwood School District v. Kuhlmeier</i> .	GC.23	Evaluate the Supreme Court’s interpretations of the freedoms articulated in the 1st Amendment, including: <ul style="list-style-type: none"> <li>• <i>Schenck v. United States</i></li> <li>• <i>Engel v. Vitale</i></li> <li>• <i>Tinker v. Des Moines</i></li> <li>• <i>Lemon v. Kurtzman</i></li> <li>• <i>New York Times v. United States</i></li> <li>• <i>Miller v. California</i></li> <li>• <i>Texas v. Johnson</i></li> </ul>
GC.33	Describe the Supreme Court’s interpretations of the Second Amendment, including: <ul style="list-style-type: none"> <li>• <i>District of Columbia vs. Heller</i></li> <li>• <i>McDonald vs. Chicago</i></li> <li>• <i>The New York State Rifle and Pistol Association, Inc. vs. Bruen</i></li> </ul>	GC.24	<del>Explain the 2nd Amendment, and</del> evaluate its various interpretations.
GC.34	Describe the Supreme Court’s interpretations of freedoms in the Fourth through Eighth Amendments, including: <ul style="list-style-type: none"> <li>• <i>Mapp vs. Ohio</i></li> <li>• <i>Gideon vs. Wainwright</i></li> <li>• <i>Miranda vs. Arizona</i></li> </ul>	GC.25	Evaluate the Supreme Court’s interpretations of freedoms in the 4th through 8th Amendments, including: <ul style="list-style-type: none"> <li>• <i>Mapp v. Ohio</i></li> <li>• <i>Gideon v. Wainwright</i></li> <li>• <i>Miranda v. Arizona</i></li> </ul>
GC.35	Describe the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: <ul style="list-style-type: none"> <li>• <i>Plessy vs. Ferguson</i> and <i>Brown vs. Board of Education</i></li> <li>• <i>Roe vs. Wade</i> and <i>Dobbs vs. Jackson’s Women’s Health Organization</i></li> <li>• <i>Loving vs. Virginia</i> and <i>Obergefell vs. Hodges</i></li> </ul>	GC.26	Evaluate the Supreme Court’s interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: <ul style="list-style-type: none"> <li>• <i>Plessy v. Ferguson</i></li> <li>• <del><i>Gitlow v. New York</i></del></li> <li>• <i>Brown v. Board of Education</i></li> <li>• <i>Roe v. Wade</i></li> <li>• <i>Obergefell v. Hodges</i></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
GC.36	<b>Explain how constitutional provisions have supported and motivated social movements to expand the rights for under-represented groups.</b>	NEW	
GC.37	Explain how the government has responded to social movements (e.g., <b>Civil Rights Act of 1964</b> , Title IX, Americans with Disabilities Act).	GC.27	<del>Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act.</del>
GC.38	<b>Explain developments in voting rights over time (e.g., 15<sup>th</sup> amendment, 19<sup>th</sup> amendment, Citizenship Act of 1924, Voting Rights Act of 1965, 24<sup>th</sup> Amendment, 26<sup>th</sup> Amendment, <i>Shelby County v. Holder</i>).</b>	NEW	
GC.39	Identify <b>the structures and</b> functions of the executive, legislative, and judicial <b>departments</b> in the state of Tennessee.	GC.28	Identify the functions of departments <del>and agencies</del> of the executive, legislative, and judicial <del>branches</del> in the state of Tennessee.
GC.40	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.	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.
GC.41	Identify current government officials at the state and local level.	GC.30	Identify the current governor of Tennessee and the representatives in the General Assembly (for a student's respective district).
GC.42	Describe what should be reasonably expected from any citizen or resident of the United States, and explain why it is important for the well-being of the nation, including: <ul style="list-style-type: none"> <li>• Being informed on civic issues</li> <li>• Serving in the military or alternative service</li> <li>• Obeying the law</li> <li>• Paying taxes</li> <li>• Volunteering and performing public service</li> <li>• Respecting the rights of others</li> <li>• Serving as a juror</li> <li>• <b>Engaging in the voting process</b></li> <li>• <b>Understanding unalienable rights</b></li> </ul>	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, including: <ul style="list-style-type: none"> <li>• Being informed on civic issues</li> <li>• Obeying the law</li> <li>• Paying taxes</li> <li>• Respecting the rights of others</li> <li>• Serving as a juror</li> <li>• Serving in the military or alternative service</li> <li>• Volunteering and performing public service</li> <li>• Voting</li> </ul>
GC.43	<b>Explain why civic engagement is important for the well-being of the nation and local communities.</b>	NEW	
GC.44	Evaluate the <b>benefits and challenges</b> of digital news and social media to a democratic society.	GC.33	Describe the role of the media as a means of communicating information <del>and how it influences the importance of issues and public opinion.</del>
GC.45	<b>Explain methods for evaluating information and opinion in print and online media (e.g., identifying author's purpose, determining the credibility of news articles, analyzing the messages of editorials and op-ep commentaries, assessing the validity of claims and sufficiency of evidence).</b>	NEW	



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
GC.46	Describe <b>opportunities for</b> citizens to participate in the political process <b>and to monitor and influence government</b> , including: <ul style="list-style-type: none"> <li>• Campaigning</li> <li>• Petitioning</li> <li>• Demonstrating</li> <li>• Running for office</li> <li>• Lobbying</li> <li>• Voting</li> </ul>	GC.34	Describe the means that citizens use to participate in the political process, including: <ul style="list-style-type: none"> <li>• Campaigning</li> <li>• Demonstrating</li> <li>• Lobbying</li> <li>• Petitioning</li> <li>• Running for office</li> <li>• Voting</li> </ul>
GC.47	Explain the requirements to be considered a U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.	GC.35	Explain the requirements to be considered a <del>natural born</del> U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.

## UNITED STATES HISTORY AND GEOGRAPHY Post-Reconstruction to the Present

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., US.01 refers to United States History, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.01	<b>Summarize the major events of Reconstruction</b> , and explain the impact of the Compromise of 1877, including the founding of the Ku Klux Klan and lynching.	US.03	Explain the impact of the Compromise of 1877, including: <del>Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin "Pap" Singleton and the Exodusters, and the Plessy v. Ferguson decision.</del> (T.C.A. § 49-6-1006)
US.02	<b>Identify the rights provided by the 14th and 15th amendments, and analyze the efforts to resist them, including</b> Jim Crow laws, disenfranchisement methods, and the <i>Plessy v. Ferguson</i> decision. (T.C.A. § 49-6-1006)	US.03	Explain the impact of the Compromise of 1877, including: Jim Crow laws, <del>lynching, disenfranchisement methods, the efforts of Benjamin "Pap" Singleton and the Exodusters,</del> and the <i>Plessy v. Ferguson</i> decision. (T.C.A. § 49-6-1006)
US.03	<b>Summarize</b> the efforts of Benjamin "Pap" Singleton and the Exodusters.	US.03	Explain the impact of the Compromise of 1877, including: <del>Jim Crow laws, lynching, disenfranchisement methods,</del> the efforts of Benjamin "Pap" Singleton and the Exodusters, <del>and the Plessy v. Ferguson decision.</del> (T.C.A. § 49-6-1006)
US.04	Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement and physical landscape of the West.	US.01	Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.
US.05	Examine federal policies toward American Indians, including the movement to reservations, assimilation, boarding schools, and the Dawes Act.	US.02	Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.
US.06	Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads (i.e., credit mobilier and Interstate Commerce Act).	US.10	Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads.
		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"> <li>• <del>Boss Tweed</del></li> <li>• <del>Thomas Nast</del></li> <li>• Credit Mobilier</li> <li>• Spoils system and President James A. Garfield's assassination</li> <li>• <del>Pendleton Act</del></li> <li>• Interstate Commerce Act</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.07	<p>Describe the differences between “old” and “new” immigrants, including:</p> <ul style="list-style-type: none"> <li>• <b>Urbanization</b></li> <li>• Angel Island</li> <li>• Ellis Island</li> <li>• Push-pull factors</li> <li>• Ethnic clusters</li> </ul>	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"> <li>• Angel Island</li> <li>• Ellis Island</li> <li>• Push and pull factors</li> <li>• Ethnic clusters</li> <li>• <del>Jane Addams</del></li> <li>• <del>Competition for jobs</del></li> <li>• <del>Rise of nativism</del></li> <li>• <del>Jacob Riis</del></li> <li>• <del>Chinese Exclusion Act and Gentleman’s Agreement</del></li> </ul>
US.08	<p>Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between wage earners and industrial capitalists, including the following:</p> <ul style="list-style-type: none"> <li>• Spoils System</li> <li>• Boss Tweed</li> <li>• President Garfield’s Assassination</li> <li>• Thomas Nast</li> <li>• Pendleton Act</li> </ul>	US.04	<p>Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following:</p> <ul style="list-style-type: none"> <li>• Boss Tweed</li> <li>• Thomas Nast</li> <li>• <del>Credit Mobilier</del></li> <li>• Spoils system and President James A. Garfield’s assassination</li> <li>• Pendleton Act</li> <li>• <del>Interstate Commerce Act</del></li> </ul>
US.09	<p>Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, and evaluate the business practices of:</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Henry Bessemer</li> <li>• Andrew Carnegie</li> <li>• Thomas Edison</li> <li>• <b>Lewis Latimer</b></li> <li>• J.P. Morgan</li> <li>• John D. Rockefeller</li> <li>• Nikola Tesla</li> <li>• Cornelius Vanderbilt</li> <li>• Madam C.J. Walker</li> </ul>	US.05	<p>Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of:</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Henry Bessemer</li> <li>• Andrew Carnegie</li> <li>• Thomas Edison</li> <li>• J.P. Morgan</li> <li>• John D. Rockefeller</li> <li>• Nikola Tesla</li> <li>• Cornelius Vanderbilt</li> <li>• Madam C.J. Walker</li> </ul>
US.10	<p>Determine the impacts of increased immigration on American society, including:</p> <ul style="list-style-type: none"> <li>• Competition for jobs</li> <li>• Rise of Nativism</li> <li>• Chinese Exclusion Act and Gentleman’s Agreement</li> </ul>	US.07	<p><del>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:</del></p> <ul style="list-style-type: none"> <li>• <del>Angel Island</del></li> <li>• <del>Ellis Island</del></li> <li>• <del>Push and pull factors</del></li> <li>• <del>Ethnic clusters</del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
			<ul style="list-style-type: none"> <li>• <del>Jane Addams</del></li> <li>• Competition for jobs</li> <li>• Rise of nativism</li> <li>• <del>Jacob Riis</del></li> <li>• Chinese Exclusion Act and Gentleman’s Agreement</li> </ul>
US.11	<b>Compare and contrast</b> the concepts of social Darwinism and the Social Gospel.	US.08	<del>Explain</del> the concepts of social Darwinism and the Social Gospel.
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.	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 <del>and the Clayton Antitrust Act of 1914.</del>
US.13	Describe working conditions in industries during this era, including the use of women and children as a labor source.	US.13	Describe working conditions in industries during this era, including the use of labor by women and children.
US.14	Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), and the responses of management and government.	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), <del>the unjust use of prison labor (e.g., Coal Creek labor saga),</del> and the responses of management and government.
US.15	Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006)	US.09	Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006)
US.16	<p>Explain the roles played by muckrakers and progressive idealists, including:</p> <ul style="list-style-type: none"> <li>• Jane Addams</li> <li>• Jacob Riis</li> <li>• Upton Sinclair</li> <li>• Lincoln Steffens</li> <li>• Ida Tarbell</li> <li>• <b>Ida B. Wells-Barnett</b></li> </ul>	US.14	<p>Explain the roles played by muckrakers and progressive idealists, including:</p> <ul style="list-style-type: none"> <li>• <del>Robert M. La Follette, Sr.</del></li> <li>• <del>President Theodore Roosevelt</del></li> <li>• Upton Sinclair</li> <li>• Lincoln Steffens</li> <li>• Ida Tarbell</li> </ul>
		US.07	<p><del>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:</del></p> <ul style="list-style-type: none"> <li>• <del>Angel Island</del></li> <li>• <del>Ellis Island</del></li> <li>• <del>Push and pull factors</del></li> <li>• <del>Ethnic clusters</del></li> <li>• Jane Addams</li> <li>• Competition for jobs</li> <li>• Rise of nativism</li> <li>• Jacob Riis</li> <li>• <del>Chinese Exclusion Act and Gentleman’s Agreement</del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.17	Analyze the significant progressive achievements during Theodore Roosevelt’s administration, including: <ul style="list-style-type: none"> <li>• Square Deal</li> <li>• Meat Inspection Act</li> <li>• “Trust-busting”</li> <li>• Support for conservation</li> <li>• Pure Food and Drug Act</li> </ul>	US.16	Analyze the significant progressive achievements during President Theodore Roosevelt’s administration, including: <ul style="list-style-type: none"> <li>• Square Deal</li> <li>• “Trust-busting”</li> <li>• Pure Food and Drug Act</li> <li>• Meat Inspection Act</li> <li>• Support for conservation</li> </ul>
US.18	Analyze the goals and achievements of the Progressive movement, including: <ul style="list-style-type: none"> <li>• Adoption of the initiative, referendum, and recall</li> <li>• Adoption of the primary system</li> <li>• 16th Amendment</li> <li>• 17th Amendment</li> </ul>	US.15	Analyze the goals and achievements of the Progressive movement, including: <ul style="list-style-type: none"> <li>• Adoption of the initiative, referendum, and recall</li> <li>• Adoption of the primary system</li> <li>• 16th Amendment</li> <li>• 17th Amendment</li> <li>• 18th Amendment</li> </ul>
US.19	Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: <ul style="list-style-type: none"> <li>• New Freedom</li> <li>• Federal Reserve Act</li> <li>• Creation of the National Park Service</li> <li>• Clayton Antitrust Act of 1914</li> </ul>	US.17	Analyze the significant progressive achievements during President Woodrow Wilson’s administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service.
		US.12	<del>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.</del>
US.20	Describe the movement to achieve suffrage for women, including the significance of: <ul style="list-style-type: none"> <li>• Leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul</li> <li>• Activities of suffragists</li> <li>• Passage of the 19th Amendment, including the role of Tennessee</li> <li>• <b>Legacy of Susan B. Anthony</b></li> </ul>	US.18	Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36”.
US.21	Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, American nationalism, and yellow journalism.	US.19	Assess the causes of American imperialism in the late 19th and early 20th centuries, including: the desire for raw materials and new markets, the desire to spread American democratic and moral ideals, and yellow journalism.
US.22	Compare and contrast the arguments of imperialists and non-imperialists of the period.	US.20	Compare and contrast the arguments of interventionists and non-interventionists of the period
US.23	Describe the effects of American imperialism, including: <ul style="list-style-type: none"> <li>• Spanish-American War</li> <li>• Annexation of Hawaii</li> <li>• Panama Canal</li> <li>• Philippine Insurrection</li> <li>• Access to Cuba</li> <li>• Roosevelt Corollary</li> </ul>	US.21	Describe the causes of the Spanish-American War and the outcomes of American imperialism, including: <ul style="list-style-type: none"> <li>• Annexation of Hawaii</li> <li>• Philippine Insurrection</li> <li>• Roosevelt Corollary</li> <li>• Panama Canal</li> <li>• Access to Cuba</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.24	Compare and contrast <b>the motivations behind</b> President Theodore Roosevelt’s Big Stick diplomacy ( <b>i.e., militarism/expansionism</b> ), President William Howard Taft’s Dollar Diplomacy ( <b>i.e., economics</b> ), and President Woodrow Wilson’s Moral Diplomacy ( <b>i.e., nationalism</b> ).	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.
US.25	Explain the causes of World War I, <b>including militarism, alliances, nationalism, imperialism, assassination</b> , and the reasons for the initial declaration of U.S. neutrality.	US.23	Explain the causes of World War I and the reasons for the initial declaration of U.S. neutrality.
US.26	Explain the reasons for U.S. entry into World War I, including the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.	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.
US.27	Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li>• Trench warfare</li> <li>• Use of new weapons and technology</li> <li>• John J. Pershing</li> <li>• Harlem Hell Fighters</li> <li>• Alvin C. York</li> </ul>	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"> <li>• Trench warfare</li> <li>• Use of new weapons and technology</li> <li>• Harlem Hell Fighters</li> <li>• <del>Herbert Hoover</del></li> <li>• John J. Pershing</li> <li>• Alvin C. York</li> </ul>
US.28	Analyze the political, economic, and social ramifications of World War I on the home front, including: <ul style="list-style-type: none"> <li>• Role played by women and minorities</li> <li>• Voluntary rationing</li> <li>• Committee on Public Information (<b>i.e., Creel Committee</b>)</li> <li>• Opposition by conscientious objectors</li> <li>• <i>Schenck v. United States</i> decision</li> </ul>	US.26	Analyze the political, economic, and social ramifications of World War I on the home front, including: <ul style="list-style-type: none"> <li>• Role played by women and minorities</li> <li>• Voluntary rationing</li> <li>• Committee on Public Information</li> <li>• Opposition by conscientious objectors</li> <li>• <i>Schenck v. United States</i> decision</li> </ul>
US.29	Analyze the significance of President Woodrow Wilson’s <b>contributions to the Treaty of Versailles, including the</b> Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.	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.
US.30	Analyze the impact of the Great Migration of African Americans that began <b>in the post-World War I era</b> from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)	US.28	Analyze the impact of the Great Migration of African Americans that began <del>in the early 1900s</del> from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)
US.31	Describe the growth and effects that radio and movies played in the emergence of popular culture, <b>such as advertising, celebrities, news, and entertainment.</b>	US.29	Describe the growth and effects that radio and movies played in the emergence of popular culture <del>as epitomized by celebrities such as Charlie Chaplin, Charles Lindbergh, and Babe Ruth.</del>
US.32	Examine <b>how the use of the radio helped</b> grow the 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)	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)
US.33	Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.	US.31	Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.34	Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.	US.32	Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.
US.35	Analyze the impact of the Harlem Renaissance and its important figures on American culture, including (T.C.A. § 49- 6-1006): <ul style="list-style-type: none"> <li>• Louis Armstrong</li> <li>• Duke Ellington</li> <li>• Langston Hughes</li> <li>• Zora Neale Hurston</li> <li>• <b>James Weldon Johnson</b></li> </ul>	US.33	Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-6- 1006): <ul style="list-style-type: none"> <li>• Louis Armstrong</li> <li>• Duke Ellington</li> <li>• Langston Hughes</li> <li>• Zora Neale Hurston</li> </ul>
US.36	Describe changes <b>and limitations</b> in the social and economic status of women during this era, including flappers, birth control, clerical and office jobs, and the rise of women’s colleges.	US.34	Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women’s colleges.
US.37	Examine challenges and advancements related to the push for civil liberties, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li>• First Red Scare</li> <li>• Immigration Quota Acts of the 1920s</li> <li>• Resurgence of the Ku Klux Klan</li> <li>• <b>Black Wallstreet and Tulsa Massacre</b></li> <li>• Rise of the NAACP</li> <li>• Efforts of Ida B. Wells-Barnett</li> <li>• Emergence of Garveyism</li> </ul>	US.35	Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li>• First Red Scare</li> <li>• Immigration Quota Acts of the 1920s</li> <li>• Resurgence of the Ku Klux Klan</li> <li>• Efforts of Ida B. Wells</li> <li>• Emergence of Garveyism</li> <li>• Rise of the NAACP</li> </ul>
US.38	Describe the Scopes Trial of 1925, including the major figures ( <b>i.e., John Scopes, William Jennings Bryan, and Clarence Darrow</b> ), two sides of the controversy ( <b>i.e., fundamentalism and modernism</b> ), the outcome, and the legacy.	US.36	Describe the Scopes Trial of 1925, including: the major figures, two sides of the controversy, the outcome, and legacy.
US.39	Describe the impacts of the 18th Amendment and Prohibition on American society, including the rise of organized crime, bootlegging, speakeasies, and the eventual repeal with the 21st Amendment.	US.37	Describe the impacts of Prohibition on American society, including: the rise of organized crime, bootlegging, and speakeasies.
US.40	Analyze the <b>advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's</b> economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation.	US.38	Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
US.41	Analyze the causes of the Great Depression, including: <ul style="list-style-type: none"> <li>• Bank failures</li> <li>• Laissez-faire politics</li> <li>• Buying on margin</li> <li>• Overextension of credit</li> <li>• Crash of the stock market</li> <li>• Overproduction in agriculture</li> <li>• Excess consumerism in manufacturing</li> <li>• High tariffs</li> <li>• Rising unemployment</li> </ul>	US.39	Analyze the causes of the Great Depression, including: <ul style="list-style-type: none"> <li>• Bank failures</li> <li>• Buying on margin</li> <li>• Crash of the stock market</li> <li>• Excess consumerism</li> <li>• High tariffs</li> <li>• Laissez-faire politics</li> <li>• Overextension of credit</li> <li>• Overproduction in agriculture and manufacturing</li> <li>• Rising unemployment</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.42	Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts.	US.40	Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.
US.43	Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles.	US.41	Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.
US.44	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.”	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”.
US.45	Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: <ul style="list-style-type: none"> <li>• Agricultural Adjustment Act</li> <li>• Civilian Conservation Corps</li> <li>• Securities and Exchange Commission</li> <li>• Fair Labor Standards Act</li> <li>• Social Security</li> <li>• Federal Deposit Insurance</li> <li>• Tennessee Valley Authority</li> <li>• Works Progress Administration</li> <li>• National Recovery Administration</li> </ul>	US.43	Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt’s New Deal programs, including: <ul style="list-style-type: none"> <li>• Agricultural Adjustment Act</li> <li>• Civilian Conservation Corps</li> <li>• Fair Labor Standards Act</li> <li>• Federal Deposit Insurance Corporation</li> <li>• National Recovery Administration</li> <li>• Securities and Exchange Commission</li> <li>• Social Security</li> <li>• Tennessee Valley Authority</li> <li>• Works Progress Administration</li> </ul>
US.46	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.	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.
US.47	Explain the rise and spread of fascism, communism, and totalitarianism internationally, <b>including the following leaders:</b> <ul style="list-style-type: none"> <li>• <b>Adolf Hitler</b></li> <li>• <b>Benito Mussolini</b></li> <li>• <b>Joseph Stalin</b></li> <li>• <b>Hideki Tojo</b></li> </ul>	US.45	Explain the rise and spread of fascism, communism, and totalitarianism internationally.
US.48	Explain <b>the progression of key events and</b> President Franklin D. Roosevelt’s response to world crises that lead to U.S. entry into World War II, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, the Lend-Lease Act, and Pearl Harbor.	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.
		US.48	Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.
US.49	Analyze the response of the United States 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.	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.



Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.50	<p>Explain the role of key figures, geography and military factors on the outcomes of battles in the Pacific, European, <b>and North African</b> theaters of war, including:</p> <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Dwight D. Eisenhower</li> <li>• Douglas MacArthur</li> <li>• <b>George Patton</b></li> <li>• President Harry S. Truman</li> <li>• Battles of Midway, Iwo Jima, and Okinawa</li> <li>• D-Day, <b>Battle of the Bulge</b></li> <li>• <b>Invasion of Sicily</b></li> <li>• 101st Airborne</li> </ul>	US.49	<p>Identify the roles and the significant actions of the following individuals in World War II:</p> <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Dwight D. Eisenhower</li> <li>• <del>Adolf Hitler</del></li> <li>• Douglas MacArthur</li> <li>• <del>George C. Marshall</del></li> <li>• <del>Benito Mussolini</del></li> <li>• <del>President Franklin D. Roosevelt</del></li> <li>• <del>Joseph Stalin</del></li> <li>• <del>Hideki Tojo</del></li> <li>• President Harry S. Truman</li> </ul>
		US.50	<p>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.</p>
		US.51	<p><del>Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.</del></p>
US.51	<p>Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers.</p>	US.51	<p>Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, <del>the 101st Airborne,</del> and the Navajo Code Talkers.</p>
US.52	<p>Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006)</p>	US.53	<p>Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006)</p>
US.53	<p><b>Explore the effects of</b> the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, <b>including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp.</b></p>	US.52	<p><del>Examine and explain</del> the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.</p>
US.54	<p>Describe the constitutional issues, conditions, and impact of the internment of Japanese Americans on the United States, including the <i>Fred Korematsu v. United States of America</i> decision.</p>	US.54	<p>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.</p>
US.55	<p>Describe the war's impact on the home front, including:</p> <ul style="list-style-type: none"> <li>• Rationing</li> <li>• Bracero program</li> <li>• <b>Zoot Suit Riots</b></li> <li>• Bond drives</li> <li>• Conversion of factories for wartime</li> <li>• Propaganda <b>production</b></li> <li>• Movement to cities and industrial areas</li> </ul>	US.55	<p>Describe the war's impact on the home front, including:</p> <ul style="list-style-type: none"> <li>• Rationing</li> <li>• Bond drives</li> <li>• Propaganda</li> <li>• Movement to cities and industrial centers</li> <li>• Bracero program</li> <li>• Conversion of factories for wartime production</li> <li>• <del>Location of prisoner-of-war camps in Tennessee</del></li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.56	Describe the Manhattan Project, <b>including Oak Ridge, Los Alamos, and Hanford</b> , and explain President Truman's rationale for using the atomic bomb to end the war.	US.56	Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war.
US.57	Explain the major outcomes of the Yalta and Potsdam Conferences ( <b>e.g., the separation of Germany, emergence of the threat of the atomic bomb, dispersal of Eastern European nations, and rising tensions between the United States and Soviet Union</b> ).	US.57	Explain the major outcomes of the Yalta and Potsdam Conferences.
US.58	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	US.58	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
US.59	Describe the competition between the United States and the Soviet Union in arms development, economic dominance, and ideology, including the roles of the <b>United Nations</b> , NATO, and the Warsaw Pact.	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, <del>SEATO</del> , and the Warsaw Pact.
US.60	Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.	US.60	Explain the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.
US.61	Describe the causes, course, and consequences of the Korean War, including: <ul style="list-style-type: none"> <li>• Domino theory</li> <li>• Entry of communist China</li> <li>• 38th parallel</li> <li>• Final division of the Korean Peninsula</li> </ul>	US.62	Describe the causes, course, and consequences of the Korean War, including: <ul style="list-style-type: none"> <li>• Domino theory</li> <li>• 38th parallel</li> <li>• <del>Battle of Inchon</del></li> <li>• Entry of the communist Chinese</li> <li>• Final disposition of the Koreans</li> </ul>
US.62	Explain <b>how containment influenced</b> Cold War policies during Dwight D. Eisenhower's administration, including brinkmanship, "peaceful coexistence," <b>and the issue of the military-industrial complex</b> .	US.63	Explain Cold War policies during President Dwight D. Eisenhower's administration, including brinkmanship and "peaceful coexistence".
US.63	Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, <b>House Un-American Activities Committee (i.e., HUAC)</b> , and Julius and Ethel Rosenberg.	US.61	Analyze the causes and effects of the Second Red Scare, including: Americans' attitudes toward McCarthyism, blacklisting, and Julius and Ethel Rosenberg.
US.64	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the "suburban ideal," the impacts of <b>and disproportionate access to</b> the G.I. Bill, and the increased reliance on foreign oil.	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.
US.65	Explain the impact of the baby boomer generation on the U.S. economy and culture.	US.72	Explain the impact of the baby boomer generation on the American economy and culture

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.66	Describe domestic developments during Dwight D. Eisenhower's administration, including: <ul style="list-style-type: none"> <li>• Polio vaccine</li> <li>• Interstate Highway System</li> <li>• Growth of suburbia</li> <li>• Hotel chains</li> <li>•Fast food chains</li> </ul>	US.73	Describe domestic developments during President Dwight D. Eisenhower's administration, including advances in medicine and the creation of the Interstate Highway System
		US.74	<del>Describe the growing influence of the automobile on American society, including the growth of:</del> suburbia, fast food chains, and the hotel industry.
US.67	Analyze the increasing impact of television and mass media on American homes, politics, and the economy.	US.75	Analyze the increasing impact of television and mass media on the American home, politics, and economy.
US.68	Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock 'n' roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006)	US.76	Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock 'n' roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006)
US.69	Explain the fears of Americans surrounding nuclear holocaust, debates over stockpiling, and the use of nuclear weapons, including: <ul style="list-style-type: none"> <li>• Atomic testing</li> <li>• Civil defense</li> <li>• Mutual assured destruction</li> <li>• Fallout shelters</li> </ul>	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"> <li>• Atomic testing</li> <li>• Civil defense</li> <li>• Fallout shelters</li> <li><del>• Impact of <i>Sputnik</i></del></li> <li>• Mutual assured destruction</li> </ul>
US.70	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis.	US.65	Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.
US.71	Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik <b>and the development of NASA, Operation Paperclip</b> ), including its effects on the American education system and industry.	US.69	Describe the competition between the U.S. and Soviet Union for superiority in space.
		US.64	<del>Explain the fears of Americans surrounding nuclear holocaust and debates over stockpiling and the use of nuclear weapons, including:</del> <ul style="list-style-type: none"> <li><del>• Atomic testing</del></li> <li><del>• Civil defense</del></li> <li><del>• Fallout shelters</del></li> <li>• Impact of <i>Sputnik</i></li> <li><del>• Mutual assured destruction</del></li> </ul>
US.72	Describe the goals of 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.	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.
US.73	Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty.	US.83	Evaluate the impact of President Lyndon Johnson's Great Society programs, including: Medicare, urban renewal, and the War on Poverty.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.74	Examine the decision and impacts of <i>Brown v. Board of Education</i> on the desegregation of schools, <b>such as Scarboro 85</b> , Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006)	US.78	Examine the decision and impact of <i>Brown v. Board of Education</i> on desegregation. (T.C.A. § 49-6-1006)
		US.80	<del>Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006)</del> <ul style="list-style-type: none"> <li><del>• Montgomery Bus Boycott</del></li> <li>• Integration of Clinton High School in Clinton, TN</li> <li>• Integration of Central High School in Little Rock, AR</li> <li><del>• Freedom Riders</del></li> <li><del>• Tent City in Fayette County, TN</del></li> <li><del>• Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)</del></li> <li><del>• March on Washington, D.C.</del></li> <li><del>• Birmingham bombings of 1963</del></li> <li><del>• Assassination of Martin Luther King, Jr.</del></li> <li><del>• Highlander Folk School</del></li> </ul>
US.75	<b>Analyze the impact of Emmitt Till's murder and the use of mass media on the trajectory of the Civil Rights Movement.</b>	NEW	
US.76	Examine the roles and actions of civil rights advocates (e.g., <b>Dr. Martin Luther King, Jr.</b> , Malcolm X, <b>John Lewis, Diane Nash</b> , Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, <b>George Wallace</b> , Strom Thurmond). (T.C.A. § 49-6-1006)	US.78	Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006)
US.77	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"> <li>• Highlander Folk School</li> <li>• Montgomery Bus Boycott</li> <li>• Tent City in Fayette County, TN</li> <li>• Nashville sit-ins</li> <li>• Freedom Riders</li> <li>• Birmingham bombings of 1963</li> <li>• <b>Freedom Summer</b></li> <li>• March on Washington, D.C.</li> <li>• <b>March on Selma</b></li> <li>• <b>Memphis sanitation strike and assassination of Dr. Martin Luther King, Jr.</b></li> </ul>	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"> <li>• Montgomery Bus Boycott</li> <li><del>• Integration of Clinton High School in Clinton, TN</del></li> <li><del>• Integration of Central High School in Little Rock, AR</del></li> <li>• Freedom Riders</li> <li>• Tent City in Fayette County, TN</li> <li>• Marches, demonstrations, boycotts, and sit-ins (e.g., Nashville)</li> <li>• March on Washington, D.C.</li> <li>• Birmingham bombings of 1963</li> <li>• Assassination of Martin Luther King, Jr.</li> <li>• Highlander Folk School</li> </ul>
US.78	Analyze civil and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006)	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 24th Amendment. (T.C.A. § 49-6-1006)
US.79	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.	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.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.80	Describe the policies of Presidents' Kennedy, Johnson, and Nixon, and the causes, consequences, and <b>progression</b> of the Vietnam War, including: <ul style="list-style-type: none"> <li>• <b>Escalation</b></li> <li>• Geneva Accords</li> <li>• Gulf of Tonkin Resolution</li> <li>• Ho Chi Minh</li> <li>• Napalm and Agent Orange</li> <li>• Tet Offensive</li> <li>• Vietnamization</li> </ul>	US.66	Describe the causes, <del>course</del> , and consequences of the Vietnam War, including: <ul style="list-style-type: none"> <li>• Geneva Accords</li> <li>• Gulf of Tonkin Resolution</li> <li>• Tet Offensive</li> <li>• Vietnamization</li> <li>• Ho Chi Minh</li> <li>• <del>Bombing of Cambodia</del></li> <li>• Napalm and Agent Orange</li> </ul>
		US.67	Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon <del>and their impacts on the continuation of the Vietnam War.</del>
US.81	Describe the impact of the Vietnam War on the home front, including: <ul style="list-style-type: none"> <li>• Anti-war movement</li> <li>• Draft by lottery</li> <li>• Effects of Agent Orange</li> <li>• <b>Post-Traumatic Stress Disorder</b></li> <li>• Role of television and the media</li> </ul>	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.
		US.66	<del>Describe the causes, course, and consequences of the Vietnam War, including:</del> <ul style="list-style-type: none"> <li>• <del>Geneva Accords</del></li> <li>• <del>Gulf of Tonkin Resolution</del></li> <li>• <del>Tet Offensive</del></li> <li>• <del>Vietnamization</del></li> <li>• <del>Ho Chi Minh</del></li> <li>• <del>Bombing of Cambodia</del></li> <li>• Napalm and Agent Orange</li> </ul>
US.82	Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock.	US.84	Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including: generation gap, hippies, and Woodstock.
US.83	Explain the events of President Richard Nixon's administration, including his appeal to the "silent majority," detente, SALT, <b>and open relationship with China.</b>	US.85	Explain significant achievements of President Richard Nixon's administration, including his appeal to the "silent majority" <del>and his major foreign policy actions.</del>
		US.70	<del>Explain developments that eased tensions during the Cold War, including:</del> • President Richard Nixon's detente • <del>President Jimmy Carter's SALT Treaties</del> • <del>President Ronald Reagan and Mikhail Gorbachev's INF Treaty</del> • <del>The fall of the Berlin Wall</del>
US.84	Examine the Watergate scandal, including: <ul style="list-style-type: none"> <li>• Background of the break-in</li> <li>• Changing role of media and journalism</li> <li>• Legacy of distrust (e.g., <b>government</b>)</li> <li>• <i>United States vs. Nixon</i></li> <li>• Controversy surrounding President Gerald Ford's pardon</li> </ul>	US.86	Examine the Watergate scandal, including: <ul style="list-style-type: none"> <li>• Background of the break-in</li> <li>• Changing role of media and journalism</li> <li>• Controversy surrounding President Gerald Ford's pardon</li> <li>• Legacy of distrust</li> <li>• <i>United States v. Nixon</i></li> </ul>
US.85	Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island.	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.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.86	Identify and explain the events of Jimmy Carter’s administration, including: <ul style="list-style-type: none"> <li>• <b>Crisis of Confidence speech</b></li> <li>• Poor economy</li> <li>• Energy crisis</li> <li>• Panama Canal Treaty</li> <li>• Iran Hostage Crisis</li> <li>• Camp David Accords</li> </ul>	US.88	Identify and explain the significant events of President Jimmy Carter’s administration, including: <ul style="list-style-type: none"> <li>• Poor economy</li> <li>• Panama Canal Treaty</li> <li>• Camp David Accords</li> <li>• Energy crisis</li> <li>• Iran Hostage Crisis</li> </ul>
US.87	Identify and explain the events of President Ronald Reagan’s administration, including: <ul style="list-style-type: none"> <li>• Resurgence of nationalism</li> <li>• “War on Drugs”</li> <li>• Reaganomics</li> <li>• Strategic Defense Initiative</li> <li>• Iran-Contra affair</li> <li>• AIDS epidemic</li> <li>• <b>Challenger disaster</b></li> <li>• Appointment of Sandra Day O’Connor</li> </ul>	US.89	Analyze the significance of President Ronald Reagan’s administration, including: <ul style="list-style-type: none"> <li>• Revitalization of national pride</li> <li>• Reaganomics</li> <li>• Iran-Contra affair</li> <li>• “War on Drugs”</li> <li>• Strategic Defense Initiative</li> <li>• AIDS epidemic</li> </ul>
		US.92	<del>Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006):</del> <ul style="list-style-type: none"> <li>• <del>Hillary Clinton</del></li> <li>• Sandra Day O’Connor</li> <li>• <del>Nancy Pelosi</del></li> <li>• <del>Colin Powell</del></li> <li>• <del>Condoleezza Rice</del></li> </ul>
US.88	<b>Identify and explain</b> the events of President George H. W. Bush’s administration, including: <ul style="list-style-type: none"> <li>• The invasion of Panama</li> <li>• The Gulf War</li> <li>• <b>Debates over the increasing budget and taxation</b></li> </ul>	US.90	<del>Describe</del> the significant events of President George H.W. Bush’s administration, including the invasion of Panama and the Gulf War.
US.89	<b>Identify and explain</b> the events of President Bill Clinton’s administration, including: <ul style="list-style-type: none"> <li>• NAFTA</li> <li>• Welfare-to-work</li> <li>• Scandals and subsequent impeachment</li> <li>• Balanced budget hearings</li> <li>• <b>Family Medical Leave Act</b></li> <li>• <b>Humanitarian efforts in Bosnia-Herzegovina</b></li> <li>• <b>The widespread use of the internet</b></li> </ul>	US.91	<del>Summarize</del> the events of President Bill Clinton’s administration, including: <ul style="list-style-type: none"> <li>• Welfare-to-work</li> <li>• Balanced budget</li> <li>• NAFTA</li> <li>• Scandals and subsequent impeachment hearings</li> </ul>
US.90	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 <b>and the USA PATRIOT Act.</b>	US.91	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, <del>wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
US.91	<p><b>Identify and explain the events of President George W. Bush’s administration, including:</b></p> <ul style="list-style-type: none"> <li>• <b>No Child Left Behind</b></li> <li>• Wars in Afghanistan and Iraq</li> <li>• <b>Economic recession (i.e., housing market crisis)</b></li> </ul>	US.91	<p><del>Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including: the response of President George W. Bush, wars in Afghanistan and Iraq, and continued efforts to combat terrorism globally.</del></p>
US.92	<p>Describe the increasing role of women and minorities in American military, politics, and economy, including (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> <li>• Hillary Clinton</li> <li>• Colin Powell</li> <li>• Condoleezza Rice</li> <li>• Nancy Pelosi</li> <li>• <b>Sonia Sotomayor</b></li> </ul>	US.92	<p>Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006):</p> <ul style="list-style-type: none"> <li>• Hillary Clinton</li> <li>• <del>Sandra Day O’Connor</del></li> <li>• Nancy Pelosi</li> <li>• Colin Powell</li> <li>• Condoleezza Rice</li> </ul>
US.93	<p><b>Explain how the legislative and judicial branches expanded the scope of the 14th amendment including:</b></p> <ul style="list-style-type: none"> <li>• <b>Individuals with Disabilities Education Act</b></li> <li>• <b>Americans with Disabilities Act</b></li> <li>• <b><i>Obergefell vs. Hodges</i></b></li> </ul>	NEW	
US.94	<p>Identify and explain the events of Barack Obama’s administration including:</p> <ul style="list-style-type: none"> <li>• <b>The Affordable Care Act</b></li> <li>• <b>Every Student Succeeds Act</b></li> <li>• <b>American presence in the Middle East</b></li> </ul>	US.95	<p>Describe the achievements and setbacks of President Barack Obama’s administration.</p>

Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	Removed due to time constraints	US.94	Compare and contrast commonly used methods of communication from 1970 to today, and analyze the impact they have had on society.
	Removed due to time constraints	US.06	Locate the following major industrial centers, and describe how industrialization influenced the movement of people from rural to urban areas: <ul data-bbox="1228 414 1417 560" style="list-style-type: none"><li>• Boston</li><li>• Chicago</li><li>• New York City</li><li>• Pittsburgh</li><li>• San Francisco</li></ul>



## WORLD HISTORY AND GEOGRAPHY

The purpose of this document is to highlight content that has been added or removed from the standards. The bolded portions of the proposed (2024) standards show specific areas of new content. The parts of the current (2016) standards that have been struck through (~~example~~) have been removed. On the final page, of this document there is a list of standards that were completely removed and not addressed in other standards and/or grade levels.

*Note: The standard number refers to the course abbreviation and the corresponding number that accompanies each standard (e.g., W.01 refers to World History, standard 1).*

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
W.01	<b>Describe the types of kingdoms, leaders, and government systems in major world regions during the 18th century.</b>	NEW	
W.02	Compare major contributions of philosophers <b>and scientists</b> during the Age of Enlightenment <b>and Scientific Revolution</b> , such as: <ul style="list-style-type: none"> <li>• <b>Johannes Kepler</b></li> <li>• John Locke</li> <li>• Charles-Louis de Montesquieu</li> <li>• <b>Isaac Newton</b></li> <li>• Jean-Jacques Rousseau</li> <li>• <b>Mary Wollstonecraft</b></li> </ul>	W.03	Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles Louis de Montesquieu, <del>Thomas Hobbes</del> , John Locke, and Jean-Jacques Rousseau.
W.03	Identify the major causes (e.g., <b>social, political, economic</b> ) of the French Revolution, and trace the evolution of France's government, including <b>Enlightenment political thought</b> , storming of the Bastille, execution of Louis XVI, and the reign of terror.	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 <del>from constitutional monarchy to democratic despotism to the Napoleonic Empire.</del>
		W.05	Identify the major causes of the French Revolution, <del>including the impact of:</del> <ul style="list-style-type: none"> <li>• <del>The American Revolution</del></li> <li>• <del>Conflicting social classes</del></li> <li>• <del>Economic factors</del></li> <li>• <del>Enlightenment political thought</del></li> <li>• <del>Government corruption and weakness</del></li> </ul>
		W.01	<del>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.</del>
W.04	Explain the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.	W.07	Analyze the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.
W.05	<b>Describe social and economic tensions within colonized regions in Latin America.</b>	NEW	
W.06	Explain the <b>global</b> effects of <b>Latin American</b> revolutions, <b>including those in Haiti, Bolivia, Argentina, and Mexico.</b>	W.09	Explain the effects of the <del>French Revolution on Europe and the world, including the influence of: the Napoleonic Code, Concert of Europe, and Haitian Revolution.</del>
W.07	Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban	W.10	Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	migration, and the growth of major cities in Europe and North America.		migration, and the growth of major cities in Europe and North America.
W.08	Explain the geographic and economic reasons why the Industrial Revolution began in England, including natural resources, entrepreneurship, labor, and access to capital.	W.11	Explain the geographic and economic reasons why the Industrial Revolution began in England, including: natural resources, entrepreneurship, labor, and access to capital.
W.09	Explain why the diffusion of the Industrial Revolution <b>primarily spread within the Western world.</b>	W.12	<del>Analyze how geographic and cultural features were an advantage or disadvantage</del> to the diffusion of the Industrial Revolution.
W.10	Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between enslaved labor and the growth of industrial economies.	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.
W.11	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.	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.
W.12	<b>Analyze the consequences</b> of industrialism in Europe in terms of: <ul style="list-style-type: none"> <li>• Social benefits (e.g., increases in productivity and life expectancy)</li> <li>• Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality)</li> <li>• Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unions, education reform, and public health and sanitation)</li> </ul>	W.15	<del>Evaluate</del> the industrialization of Europe in terms of: <ul style="list-style-type: none"> <li>• Social benefits (e.g., increases in productivity and life expectancy)</li> <li>• Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality)</li> <li>• Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unionism, education reform, and public health and sanitation)</li> </ul>
W.13	Compare and contrast the rise of economic theories as a result of industrialization, including capitalism, communism, and socialism.	W.16	Compare and contrast the rise of <del>the following</del> economic theories as a result of industrialization: capitalism, communism, and socialism.
W.14	Define nationalism, and explain how national identity and political geography contributed to the unification of nations such as Germany and Italy.	W.17	Define nationalism, and explain how nationalism, <del>cultural geography,</del> and physical geography contributed to the unification of nations, such as Germany and Italy.
W.15	Describe the rise of anti-Semitism in Europe during this time period.	W.18	Describe the rise of anti-Semitism in Europe during this time period.
W.16	Define and analyze reasons for imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.	W.19	Define imperialism, and analyze reasons for <b>19th century</b> imperialism, including: competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.
W.17	<b>Distinguish the differences between colonies, protectorates, spheres of influence, and economic imperialism.</b>	NEW	
W.18	<b>Describe the cultural and political structures throughout the regions of the African continent.</b>	NEW	

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
W.19	Describe the natural resources and geographic features throughout the regions of the African continent and their impacts on global trade.	W.20	Describe the natural resources and geographic features of Africa, their <b>role in attracting European economic interests</b> , and their impact on global trade.
W.20	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.	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.
W.21	Describe the various strategies and outcomes of African resistance to European imperialism (e.g., Ethiopia, Zulu Wars, Ashanti Wars).	W.22	Describe <del>successful</del> (e.g., Ethiopia) <del>and unsuccessful</del> (e.g., Zulu Wars and Ashanti Wars) examples of African resistance to European imperialism.
W.22	<b>Describe cultural, political, and economic structures throughout the regions of the subcontinent of India.</b>	NEW	
W.23	Explain why India was important to the British empire, including role of the Suez Canal.	W.23	Describe the importance of India to the British Empire, the Suez Canal <del>as a connection between Great Britain and India, and India's reaction to British rule.</del>
W.24	<b>Describe cultural, political, and economic structures throughout regions of China.</b>	NEW	
W.25	Explain why China was important to western powers, including the Opium Wars and the Boxer Rebellion.	W.24	Explain the growing influence of western powers on China from the Opium Wars through the Boxer Rebellion.
W.26	Describe <b>the cultural, economic, and political context of</b> Japan, including the role of isolationism and its rise as an imperial power in the late 19th century.	W.26	Analyze Japan's abandonment of isolationism, <del>its embrace of technological and political changes</del> , and its consequent rise as an imperial power in the late 19th century.
W.27	Describe <b>cultural, political, and economic structures throughout the regions of</b> Central and South America.	W.27	Describe <del>the natural resources and geographic features of</del> Central and South America, <del>their role in attracting American and European economic interests, and their impact on global trade.</del>
W.28	Explain why Central and South America were important to western powers.	W.28	Compare and contrast the impact of economic imperialism on Central and South America <del>with the impact of imperialism on other parts of the world.</del>
W.29	Define cultural diffusion, and describe how imperialism facilitates cultural diffusion.	W.25	Explain cultural diffusion, and describe the diffusion of cultures <del>between Europe, Africa, and Asia</del> as a result of European imperialism.
W.30	Explain how the rise of militarism, alliances, imperialistic rivalry, and growing nationalism led to the outbreak of World War I <b>triggered by the assassination of Archduke Franz Ferdinand.</b>	W.30	Explain how the rise of militarism, alliances, imperialistic rivalries, and growing nationalism led to the outbreak of World War I.
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.	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.
W.32	Explain how battles of World War I (e.g., Marne and Somme) illustrate the scope of the war, and <b>describe the impact on European colonies around the world.</b>	W.32	<del>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.).</del>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
W.33	Explain why Russia exited and the United States entered World War I, and describe the effects.	W.33	Explain how the entrance of the United States and the exit of Russia affected the course and outcome of World War I.
W.34	Identify the causes and consequences of the Bolshevik Revolution and Russian Civil War.	W.38	Determine the causes and consequences of the Bolshevik Revolution and Russian Civil War.
W.35	Define total war, and describe its immediate <b>and lasting effects</b> on European civilian populations, including: <ul style="list-style-type: none"> <li>• Food shortages</li> <li>• Industrial production of war materials</li> <li>• Naval/submarine blockades</li> <li>• Women’s involvement in the war</li> </ul>	W.34	Define total war, and describe its effect on European civilian populations, including: <ul style="list-style-type: none"> <li>• Food shortages</li> <li>• Industrial production of war materials</li> <li>• Naval/submarine blockades</li> <li>• Women as war workers</li> </ul>
W.36	Describe the effects of World War I, including the significance of: <ul style="list-style-type: none"> <li>• Armenian genocide</li> <li>• Collapse of major empires</li> <li>• Economic losses</li> <li>• Loss of human life</li> <li>• Movement of populations</li> <li>• <b>Shellshock (i.e., PTSD)</b></li> <li>• Spread of disease</li> </ul>	W.35	Describe the effects of World War I, including the significance of: <ul style="list-style-type: none"> <li>• Armenian Genocide</li> <li>• Collapse of major empires</li> <li>• Economic losses</li> <li>• <del>Environmental changes</del></li> <li>• Loss of human life</li> <li>• Movement of populations</li> <li>• Spread of disease</li> </ul>
W.37	Analyze <b>the aims and negotiating roles of world leaders</b> at the Paris Peace Conference and their impact on Germany, the League of Nations, and <b>the creation of new states</b> and the Mandate System.	W.36	<del>Compare the goals of leading nations (i.e., U.S., France, Great Britain, Italy, and Japan) at the Paris Peace Conference with the outcomes of the Treaty of Versailles and its impact on Germany.</del>
		W.37	<del>Analyze the shifts in geopolitical boundaries post World War I resulting from the Treaty of Versailles and the League of Nations mandate system.</del>
W.38	Describe the cultural and economic trends of the 1920s.	W.39	Analyze the cultural, economic, and <del>intellectual</del> trends of the 1920s.
W.39	Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: <ul style="list-style-type: none"> <li>• Inflation</li> <li>• Overproduction</li> <li>• Post-war economic relationships between the United States and Europe</li> <li>• Restrictive trade policies</li> <li>• Unemployment</li> </ul>	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"> <li>• Overproduction</li> <li>• Unemployment</li> <li>• Inflation</li> <li>• Restrictive trade policies</li> <li>• Post-war economic relationships between the U.S. and Europe</li> </ul>
W.40	Explain how economic instability, nationalism, and political disillusionment in Germany, <b>Italy</b> , Japan led to the rise of totalitarian regimes.	W.41	Explain how economic instability, nationalism, and political disillusionment in Germany and Japan led to the rise of totalitarian regimes.
W.41	Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.	W.42	Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.

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W.42	Analyze the role of geographic features and regional conflicts ( <b>i.e., Spanish Civil War</b> ) in increasing tensions prior to World War II.	W.43	Analyze the role of geographic features and natural resources in increasing tensions prior to <del>and during</del> World War II.
W.43	<b>Describe</b> efforts to expand empires in the 1930s, including: <ul style="list-style-type: none"> <li>• Italian invasion of Ethiopia</li> <li>• German militarism</li> <li>• <b>Japanese invasion and</b> atrocities in China</li> </ul>	W.44	<del>Compare the</del> Italian, German, and Japanese efforts to expand their empires in the 1930s, including: the invasion of Ethiopia, German militarism, and atrocities in China.
W.44	Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	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.
W.45	Describe the European theatre of war during World War II, including: <ul style="list-style-type: none"> <li>• Geography</li> <li>• <b>Key Military Leaders</b></li> <li>• Major Battles</li> <li>• Technology</li> <li>• Wartime Strategies</li> </ul>	W.46	Describe <del>how</del> geography and technology ( <del>e.g., airplanes, advanced medicine, propaganda, radar</del> ) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing.
		W.47	Describe the geography and <del>outcomes</del> of major battles and turning points of World War II in <del>both</del> the European and Pacific theaters, including: <ul style="list-style-type: none"> <li>• Battle of Britain</li> <li>• <del>Battle of Midway</del></li> <li>• Battle of Stalingrad</li> <li>• Battle of Normandy</li> <li>• Battle of the Bulge</li> </ul>
W.46	Describe the Pacific theatre of war during World War II, including: <ul style="list-style-type: none"> <li>• Geography</li> <li>• <b>Key Military Leaders</b></li> <li>• Major Battles</li> <li>• Technology</li> <li>• Wartime Strategies</li> </ul>	W.46	Describe <del>how</del> geography and technology ( <del>e.g., airplanes, advanced medicine, propaganda, radar</del> ) influenced wartime strategies, including: blitzkrieg, “island hopping”, kamikaze, and strategic bombing.
		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"> <li>• <del>Battle of Britain</del></li> <li>• Battle of Midway</li> <li>• <del>Battle of Stalingrad</del></li> <li>• <del>Battle of Normandy</del></li> <li>• <del>Battle of the Bulge</del></li> </ul>
W.47	Describe the roles of leaders during World War II, including the significance of: <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• Franklin D. Roosevelt</li> <li>• Joseph Stalin</li> <li>• Hideki Tojo</li> <li>• Harry S. Truman</li> </ul>	W.48	Describe the roles of leaders during World War II, including the significance of: <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• President Franklin D. Roosevelt</li> <li>• Joseph Stalin</li> <li>• Hideki Tojo</li> <li>• President Harry S. Truman</li> </ul>

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
W.48	Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution.	W.49	Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution.
W.49	Explain the state-sponsored mass murder of <b>targeted groups (e.g., Hitler’s Final Solution to the Jewish Question)</b> in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.	W.50	Explain the state-sponsored mass murder of <del>the Jews in</del> Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.
W.50	Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.	W.51	Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.
W.51	Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.	W.52	Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.
W.52	Describe the cultural, economic, geographic, and political effects of World War II, including: <ul style="list-style-type: none"> <li>• Casualties of the war (military and civilian)</li> <li>• Changes to geopolitical boundaries</li> <li>• <b>Cordell Hull’s involvement in the</b> creation of the United Nations</li> <li>• Destruction of cultural heritage</li> <li>• Division of Germany</li> <li>• The Nuremberg trials</li> <li>• Refugees and displaced populations</li> </ul>	W.53	Describe the cultural, economic, geographic, and political effects of World War II, including: <ul style="list-style-type: none"> <li>• Casualties of the war (military and civilian)</li> <li>• Changes to geopolitical boundaries</li> <li>• Creation of the United Nations</li> <li>• Destruction of cultural heritage</li> <li>• Division of Germany</li> <li>• Impact of the Nuremberg trials</li> <li>• Refugees and displaced populations</li> </ul>
W.53	Explain the nature of reconstruction in Europe <b>and Asia</b> after 1945, including <b>the influence of the United States.</b>	W.54	Summarize the nature of reconstruction in Europe after 1945, including <del>both the economic and political purposes of the Marshall Plan.</del>
W.54	Explain the origins and significance of the United Nations establishment of the State of Israel, and describe the reactions by surrounding Arab countries.	W.55	Explain the origins and significance of <del>the establishment</del> of the State of Israel, and describe the reactions by surrounding Arab countries <del>to the United Nations’ decision to establish Israel.</del>
W.55	Describe the economic and military power shift at the end of World War II, including rising tensions between the Soviet Union and former Allied Powers.	W.56	Describe the economic and military power shift at the end of World War II, <del>such as Soviet control over Eastern Europe and the economic recoveries of Germany and Japan.</del>
		W.58	<del>Describe the characteristics of the Cold War, and explain reasons for the rising tensions between the Soviet Union and former Allied powers.</del>
W.56	Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.	W.57	Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China
W.57	Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.	W.59	Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing postwar Europe.
W.58	Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.	W.60	Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.

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W.59	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 United States ( <b>e.g., Cuban Missile Crisis</b> ).	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.
W.60	Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.	W.62	Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.
W.61	Describe the competition in Asia between the Soviet Union and United States, including the wars in Korea and Vietnam as examples of proxy wars.	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.
W.62	Explain reasons for the rapid decline of communist systems, including: <ul style="list-style-type: none"> <li>• <b>Chernobyl nuclear disaster</b></li> <li>• Economic inefficiency</li> <li>• <b>Fall of the Berlin Wall</b></li> <li>• Mass protests in Eastern Europe and China</li> <li>• Mikhail Gorbachev’s reforms</li> <li>• Soviet coup d’etat of 1991</li> <li>• Unsustainable military spending</li> </ul>	W.64	Explain reasons for the rapid decline of communist systems in the late 1980s, including: <ul style="list-style-type: none"> <li>• Economic inefficiency</li> <li>• Unsustainable military spending</li> <li>• Mikhail Gorbachev’s reforms</li> <li>• Mass protests in Eastern Europe and China</li> <li>• 1991 Soviet coup d’etat</li> </ul>
W.63	Analyze the political, economic, social, and geographic consequences of the collapse of communist governments <b>and restructure of nation states in the former</b> Soviet Union and Eastern Europe ( <b>e.g., Czech Republic, Slovakia, Ukraine, Armenia</b> ).	W.65	Analyze the political, economic, social, and geographic consequences of the collapse of communist governments in the Soviet Union and Eastern Europe.
W.64	Explain the causes and effects of German reunification on both West and East Germany.	W.75	Explain the causes and effects of German reunification on both West and East Germany.
W.65	Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans.	W.73	Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans.
W.66	Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.	W.67	Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.
W.67	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).	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).
W.68	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).	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).
W.69	Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson and Winnie Mandela and the African National Congress.	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.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
W.70	Analyze the political, economic, ethnic, <b>geographic (i.e., boundaries and features)</b> and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption).	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).
W.71	Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including Argentina, Colombia, Cuba, and Nicaragua.	W.72	Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including: Argentina, Colombia, Cuba, and Nicaragua.
W.72	Analyze the ongoing Arab-Israeli Conflict and the peace processes in the Middle East, including Camp David Accords.	W.76	Analyze <del>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.</del>
W.73	Compare and contrast the causes and effects of modern genocide, including in Cambodia, Rwanda, and the former Yugoslavia.	W.73	Compare and contrast the causes and effects of modern genocide, including in: Cambodia, Rwanda, and the former Yugoslavia.
W.74	<b>Describe significant economic development in the contemporary world, such as:</b> <ul style="list-style-type: none"> <li>• Influence of trade organizations (e.g., NAFTA, OPEC)</li> <li>• Influence of technology (e.g., GIS, GPS)</li> <li>• Impact of a global economy</li> </ul>	W.80	<del>Evaluate the impact of geospatial technologies (such as GPS and GIS) on retail, military, transportation, city planning, and communication.</del>
		W.83	<del>Explain the goals and consequences of trade organizations and treaties and how they have played a role in the growing global economic system.</del>
		W.85	<del>Analyze the causes and effects of an increased role of South and East Asian countries in the global economy.</del>
W.75	<b>Describe patterns of globalization and its impact in the contemporary world, such as:</b> <ul style="list-style-type: none"> <li>• Influence of supranational organizations (e.g., UN, G-7)</li> <li>• Population change (e.g., growth, decline, control)</li> <li>• <b>Resurgence of tribalism</b></li> </ul>	W.84	<del>Identify examples of supranational organizations, and discuss the benefits and drawbacks of membership.</del>
		W.78	<del>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.</del>
W.76	<b>Describe significant social and political issues in the contemporary world, such as:</b> <ul style="list-style-type: none"> <li>• Human Trafficking</li> <li>• <b>Military Conflicts (e.g., Bosnia, Terrorism)</b></li> <li>• Territorial Disputes (e.g., Arab-Israeli Conflict)</li> <li>• Global terrorism</li> </ul>	W.81	<del>Analyze the economic, political, and social impacts of drug and human trafficking in the contemporary era.</del>
		W.89	<del>Analyze the causes and consequences of terrorism and international efforts to counteract it.</del>
		W.76	<del>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.</del>



Standards that have been removed.

Standard Number	Proposed (2024) Standard	Standard Number	Current (2016) Standard
	<b>Removed: more focus on world history than western civilization</b>	W.02	Compare documents that establish limits on government in response to absolute monarchy (e.g., the Magna Carta and the English Bill of Rights).
	<b>Removed: more focus on world history than western civilization</b>	W.04	Examine the causes and consequences of the English Civil War.
	<b>Removed: more focus on world history than western civilization</b>	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.
	<b>Removed: time constraints</b>	W.29	Explain how tensions between nations and states contributed to regional conflicts of the era.
	<b>Removed: time constraints</b>	W.66	Explain the push and pull factors of migration.
	<b>Removed: end of standards were changed to be more general</b>	W.79	Describe the cultural, economic, geographic, and political effects of significant technological, ideological, medical, and scientific developments and breakthroughs of the era.
	<b>Removed: end of standards were changed to be more general</b>	W.77	Analyze the demographic changes of countries in post-World War II regions, using population pyramids and census data.
	<b>Removed: end of standards were changed to be more general</b>	W.87	Explain implications of the transition from the use of fossil fuels to alternative and renewable energy sources.
	<b>Removed: end of standards were changed to be more general</b>	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.
	<b>Removed: end of standards were changed to be more general</b>	W.86	Describe the international importance and rapid economic development of the oil-rich Persian Gulf states.