

# Tennessee Social Studies Standards

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# Tennessee Social Studies Standards

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## Introduction

### The Process

The Tennessee State Social Studies Standards were reviewed and developed by Tennessee educators, historians, and advocates for social studies education for Tennessee students. The rigorous process used to develop the standards in this document began with a public review of the then-current standards during summer 2022. After receiving more than 114,000 comments, a committee comprised of 21 Tennessee social studies educators spanning elementary through higher education reviewed each standard. The committee considered every standard, utilizing the public feedback and the expertise of the group. The committee kept some standards as written, edited or revised others, added examples, clarified the wording of standards, moved standards to different grades, and wrote new standards to support coherence and rigor.

The revised standards were posted online a second time for public review during spring 2023. Over 80,800 reviews were submitted by Tennesseans during this additional review period. Following the second public review period, the standards were reviewed by the Social Studies Standards Recommendation Committee (SRC).

The 10-member SRC, appointed by the Governor, Lieutenant Governor, and Speaker of the House of Representatives, convened for four virtual pre-meetings as well as in-person for a week to do the majority of the work. The SRC utilized their personal knowledge and expertise along with the public feedback survey to guide their final recommendations for the draft standards. The SRC finished all of their work on September 28, 2023. These proposed standards will go before the Tennessee State Board of Education on first reading at their November 3, 2023 board meeting.

The final reading and adoption of the revised social studies standards is expected to occur during the state board's February 2024 meeting, and the revised social studies standards will be implemented in the 2026-27 school year.

*It should be noted that the standards are what students should know, understand, and be able to do by the end of a grade level or course; however, the standards do not dictate how a teacher should teach them. In other words, the standards do not dictate curriculum.*

## Preparing Students for the Future

In order to become college and career ready, Tennessee students must have a strong background in social studies. It is through social studies that students prepare for their futures by opening doors to a more diverse, competitive workforce and responsible citizenry. Teachers should center instruction on inquiry-based models, which require students to engage in critical thinking, self-assessment, reasoning, problem-solving, collaboration, and investigation in order to make connections in new and innovative ways as they progress through social studies education. Our current students are our future leaders, and, as such, they need to be able to understand the complexity of the world. Students should be aware of the changing cultural and physical environments of Tennessee, the United States, and the world; know and understand the past; read, write, and think deeply; and act in ways that promote the common good. Social studies offers the critical knowledge necessary to create a framework for understanding the systems of society and becoming college, career, and civics ready.

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

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

## Social Studies in Elementary Grades

Research consistently demonstrates that social studies receives the least amount of instructional time in the elementary grades, when compared to ELA/literacy and math. In particular, students from low socioeconomic backgrounds have less access to social studies instruction compared to peers with higher socioeconomic backgrounds. However, social studies instruction in elementary grades is necessary to ensure that students develop literacy skills and prepare for college, careers, and civic life. In elementary schools, an increase in time devoted to social studies instruction resulted in higher scores on the NAEP (National Assessment of Educational Progress)—which is often referred to as the Nation’s Report Card—for fourth grade U.S. History, which demonstrates a correlation between time spent on social studies-specific instruction and learning.

Moreover, the benefits of social studies instruction extend beyond the discipline itself; social studies instruction develops content knowledge which makes struggling readers stronger readers. Struggling readers with strong background knowledge display better reading comprehension than strong readers with low background knowledge (Recht and Leslie, 1988). In a study of second graders who had 60 lessons of literacy-

rich social studies instruction, students scored 23 percent higher on reading assessments (Halvorsen and Duke, 2012).

Beyond literacy development, social studies instruction prepares students for citizenship. Students who receive effective social studies instruction are more likely to vote and discuss politics at home, are four times more likely to volunteer and work on community issues, and are more confident in their ability to speak publicly and communicate with their elected representatives (Campaign for the Civic Mission of Schools, “Guardian of Democracy: The Civic Mission of Schools.” 2011).

The Council of Chief State School Officers created a graphic that shows the marginalization of social studies and the impact it has on student learning (See Appendix A). This graphic is included in this document to show the importance of social studies education and the impact that effective social studies instruction can have on students.

### **The Tennessee Academic Standards for Social Studies Document**

By presenting all of Tennessee’s social studies standards in one document, rather than breaking up the standards into separate grade levels, the structure of this document emphasizes how the content builds as students progress through school, leading to postsecondary and workforce readiness. The connections shown from grade to grade and course to course through the seven content strands and six social studies practices, are outlined on the following pages; these connections are highlighted by presenting content linearly. The K-12 standards were intentionally designed to move through content sequentially, because it is important to understand the progression of history through time.

In grades K-5, the standards signal the importance of laying a solid foundation in how the world works, geography, Tennessee history, and United States history. The middle grades, 6-8, solidify that foundation while increasing the rigor of the content through learning about both world and United States history. Finally, grades 9-12 focus on contemporary topics that may not be appropriate for younger students, as well as the purposeful preparation of students to be citizens of both the United States and the world. As students progress from one grade level to the next, it is important that they have learned the entirety of the previous years’ content. Because of the linear nature of the standards, it is important that teachers familiarize themselves with standards in the previous and subsequent grades to understand how the grade-level content that they teach fits into students’ overall development of historical content. The standards are a progression, and teachers will need to assess students’ understanding of the previous year’s standards before they build students’ knowledge with the standards for their current grade.

## How to Read the Standards

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

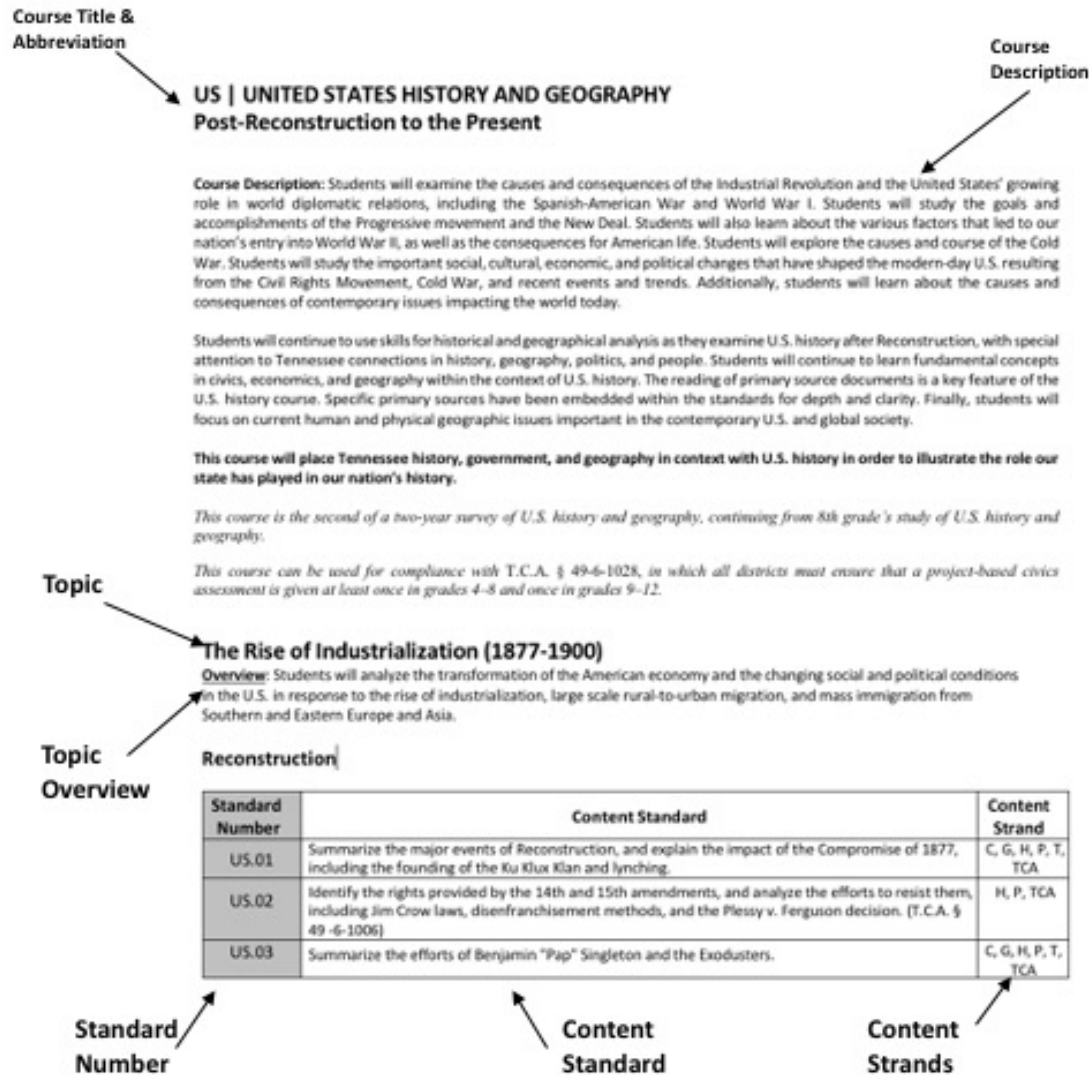


Figure 1

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

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

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

Example: (See Tables 1 and 2)

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

Example: **The Rise of Industrialization (1877-1900)**

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

Example: **Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.**

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

Example: **US.03**

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

Example: **Summarize the efforts of Benjamin "Pap" Singleton and the Exodusters.**

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

Examples: **C, E, G, H, P, T, TCA**

Standards Progression and Course Descriptions

Table 1

Grade	Course Title	Course Description
K	The World Around Us	Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies.
1	Tennessee’s Place in the United States	First grade students will learn about Tennessee and its place in the U.S. through culture, economics, geography, government/civics, and history.
2	Life in the United States	Second grade students will learn about life in the United States, including culture, economics, geography, government/civics, and history of our country by studying their identity as citizens and how our nation operates.
3	The History of the United States: Early Americans to Westward Expansion	Third grade students will learn about Indigenous People of North America through the growth and development of the U.S. through Manifest Destiny.
4	The History of the United States: Prior to the Civil War to the Civil Rights Movement	Fourth grade students will learn about the challenges facing the U.S. during the 19 <sup>th</sup> and 20 <sup>th</sup> centuries, with an emphasis on major American wars and events that changed our history.
5	Part 1: Tennessee History	Fifth grade students will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development.
	Part 2: Geography	Fifth grade students will learn geographical skills, world geography, U.S. and Tennessee geography.
6	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Sixth grade students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire.
7	World History and Geography: The Middle Ages to the Exploration of the Americas	Seventh grade students will learn about the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa.
8	United States History and Geography: Colonization of North America to Reconstruction	Eighth grade students will learn about the settlement and founding of the U.S. through Reconstruction and study the history, economics, culture, government, and geography of Tennessee in context to illustrate the role our state has played in American history.

**Table 2**

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

\* denotes a course that is required for graduation



## Examples Found Within the Standards

Within the standards, you will find examples to aid in the teaching of specific standards. These examples are written in a variety of ways and should be interpreted based on the following explanations in Table 3 (below):

**Table 3**

Term	Definition	Example	Interpretation
i.e.	“that is” or “in other words”; a complete list of examples	WG.09 Describe the purposes and uses of geospatial technologies ( <b>i.e.</b> , GIS, GPS, remote sensing), and apply them in relevant contexts.	The geospatial technologies that students should apply to relevant contexts are GIS, GPS, and remote sensing.
e.g.	“for example”; examples that could be used, but are not limited to	AH.05 Identify and locate on a map early civilizations ( <b>e.g.</b> , China, Egypt, Indus-Saraswati River Valley, Mesopotamia), and explain why civilizations arose in those places.	When identifying , locating and explaining why civilizations rose to power, students should locate China, Egypt, Indus-Saraswati River Valley and Mesopotamia <b>AND</b> any other location(s) that the teacher deems important.
“such as”	Introduces an example or examples of something mentioned	K.08 Use personal directions <b>such as</b> : up, down, near, far, left, right, in front of, and behind.	Students should use the up, down, near, far, left, right, in front of, and behind as examples or as an introduction.
“including”	Used to say that a person or thing is part of a particular group	5.26 Analyze the causes, course, and consequences of the Spanish-American War, <b>including</b> : <ul style="list-style-type: none"> <li>• Buffalo Soldiers</li> <li>• Imperialism</li> <li>• Rough Riders</li> <li>• USS Maine</li> <li>• Yellow journalism</li> </ul>	Students should analyze the causes, course, and consequences of the Spanish-American War (Buffalo Soldiers, imperialism, Rough Riders, USS Maine, and yellow journalism). Teachers also have the opportunity to add more examples to fit their students’ needs.
“examples”	Context may be to “provide,” “describe,” etc.; it allows teachers and students to select their own examples to apply to the standard	E.37 Define externalities, and identify <b>examples</b> of them.	This is dependent on curriculum; but, a student could note that increased levels of education lead to a lower unemployment rate.

## Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 4. *For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document. Please note that some grade levels/courses intentionally do not have content strands, as the standards are already grouped by the content strands.*

**Table 4**

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

## Social Studies Practices (SSP)

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

**Table 5**

Practice Number	K-2	3-5	6-8	9-12
SSP.01	<p>Gather information from a variety of sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials (e.g., literacy texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li> <li>● Graphic Representations (e.g., maps, timelines, charts, artwork)</li> <li>● Artifacts</li> <li>● Media and technology sources</li> <li>● Oral History</li> </ul>	<p>Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials</li> <li>● Graphic representations</li> <li>● Artifacts</li> <li>● Media and technology sources</li> <li>● Oral History</li> </ul>	<p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials</li> <li>● Graphic representations</li> <li>● Artifacts</li> <li>● Media and technology sources</li> <li>● Oral History</li> </ul>	<p>Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> <li>● Printed materials</li> <li>● Graphic representations</li> <li>● Field observations/ Landscape analysis</li> <li>● Artifacts</li> <li>● Media and technology sources</li> <li>● Oral History</li> </ul>
SSP.02	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Summarize significant ideas and relevant information</li> <li>● Distinguish between fact and opinion</li> <li>● Draw conclusions</li> <li>● Recognize author’s purpose and point of view</li> </ul>	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Summarize significant ideas and relevant information</li> <li>● Distinguish between fact and opinion</li> <li>● Draw inferences and conclusions</li> <li>● Recognize author’s purpose, point of view, and reliability</li> </ul>	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Extract, summarize, and paraphrase significant ideas and relevant information</li> <li>● Distinguish the difference between fact and opinion</li> <li>● Recognize author’s purpose and point of view, and potential bias</li> <li>● Draw logical inferences and conclusions</li> <li>● Assess the strengths and limitations of arguments</li> </ul>	<p>Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> <li>● Extract, summarize, and paraphrase significant ideas</li> <li>● Discern differences between evidence and assertion</li> <li>● Recognize the significance of author’s purpose, point of view, and bias</li> <li>● Draw logical inferences and conclusions</li> <li>● Assess the strengths and limitations of arguments</li> </ul>

Practice Number	K-2	3-5	6-8	9-12
SSP.03	<p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast two sources</li> <li>● Recognize differences between two accounts</li> <li>● Frame appropriate questions for further investigation</li> </ul>	<p>Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> <li>● Compare and contrast multiple sources</li> <li>● Recognize differences between multiple accounts</li> <li>● Frame appropriate questions for further investigation</li> </ul>	<p>Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> <li>● Recognize differences among multiple accounts</li> <li>● Establish validity by comparing and contrasting multiple sources</li> <li>● Frame appropriate questions for further investigation</li> </ul>	<p>Synthesize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> <li>● Establish accuracy and validity by comparing sources to each other</li> <li>● Recognize disparities among multiple accounts</li> <li>● Frame appropriate questions for further investigation</li> </ul>
SSP.04	<p>Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Predict outcomes</li> <li>● Illustrate cause and effect</li> </ul>	<p>Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> <li>● Develop strategies for appropriate civic discourse</li> </ul>	<p>Construct and communicate arguments by citing supporting evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Devise new outcomes or solutions</li> <li>● Engage in appropriate civic discourse</li> </ul>	<p>Construct and communicate arguments by citing supporting evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> <li>● Engage in appropriate civic discourse</li> </ul>

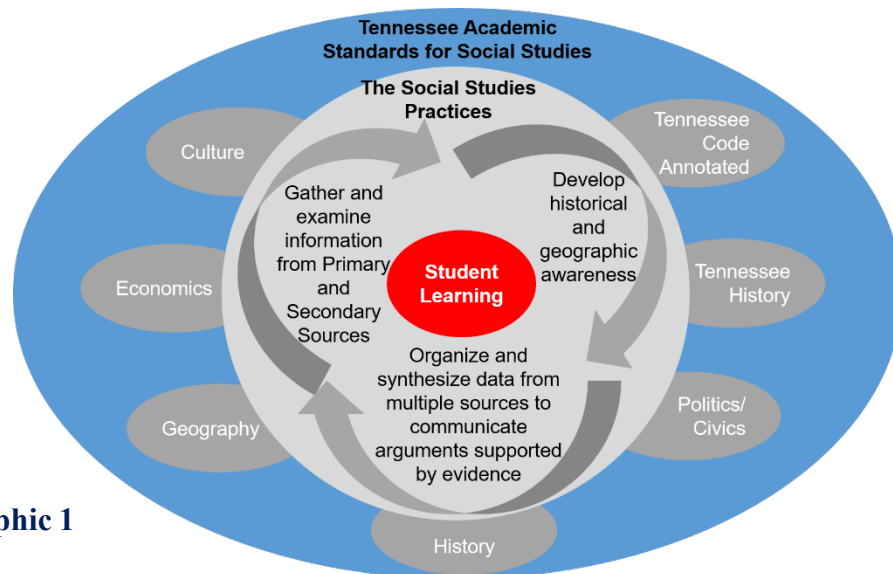
Practice Number	K-2	3-5	6-8	9-12
SSP.05	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Sequencing past, present, and future in chronological order</li> <li>● Understanding that things change over time</li> </ul>	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Recognizing how past events and issues might have been experienced by the people of that time with historical context</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present- mindedness</li> <li>● Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present- mindedness</li> <li>● Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>

Practice Number	K-2	3-5	6-8	9-12
SSP.06	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Identifying geographic symbols on maps and globes</li> <li>● Understanding relationships between people, places, and resources</li> </ul>	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Determining relationships among people, resources, and ideas based on geographic location</li> <li>● Determining the use of diverse types of maps and their features based on the purpose</li> <li>● Analyzing the spatial relationships between people, circumstances, and resources</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of the regions change over time</li> </ul>	<p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales</li> <li>● Determining the use of diverse types of maps based on their origin, structure, context, and validity</li> <li>● Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of regions are fluid across time and space</li> </ul>	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity</li> <li>● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales</li> <li>● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena</li> <li>● Examining how geographers use regions and how perceptions of regions are fluid across time and space</li> <li>● Analyzing interaction between humans and the physical environment</li> </ul>

## Interconnectedness of the Standards, Content Strands, and Social Studies Practices

The Tennessee Academic Standards for Social Studies were designed to engage students in inquiry-based learning through the social studies practices—particular skills students use to interact with content—framed by the content strands, which are the lenses through which students view the content and their interactions with it. The content strands are centered on the idea of inquiry through the Social Studies Practices and include a set of interconnected and mutually supportive ideas that frame the ways students learn social studies content. By focusing on inquiry, teachers emphasize the disciplinary concepts that support students as they develop the capacity to know, analyze, explain, and argue about challenges in the world and throughout history.

Graphic 1 (below) provides a visual representation of standards-based instruction in social studies by emphasizing the application of knowledge within the content strands as students develop questions, plan inquiries, apply concepts and tools, evaluate and use evidence, and communicate conclusions.



**Graphic 1**

The content standards are the essential knowledge that students should learn in order to be social studies-literate citizens. Traditionally, the centerpiece of social studies has been history. An understanding of our history is critical to being an informed and active citizen of the United States. Students must be aware of the past and its impact on the present. However, there is a difference between learning history and learning **from** history. Learning from history requires more than the memorization of people, places, dates, and events. It requires that students be able to use both the social studies practices and the content strands to explain causal connections between events, use historical knowledge to investigate problems, analyze issues in terms of historical knowledge, recognize the links between the past and the present through the exploration of current events, and understand that historical figures were complex people facing complex problems.

In other words, the Tennessee Academic Standards for Social Studies provide the information we want students to know, the content strands are the different lenses through which to view the information, and the social studies practices are the skills that students should employ and become proficient in as they analyze information.



## Social Studies Literacy

Literacy is the ability to read, write, listen, and speak to make sense of text (e.g., primary/secondary sources, audio clips, videos, political cartoons, maps). Although social studies encompasses many aspects of literacy, it is a distinct discipline from English Language Arts (ELA) with different purposes, pedagogy, assessments, and authentic experiences. In social studies, students will read, write, speak, and listen as a method for learning, but the outcomes of instruction are linked to content explicitly taught during social studies instruction. Students learn through the lenses of the content strands and evidence of their learning should reflect mastery of social studies content, concepts, and skills, along with disciplinary literacies. Though literacy practices are embedded within the revised social studies standards through the social studies practices, the inquiry-centered instructional approach of social studies is distinct to the discipline.

Literacy practices (e.g., gathering sources, examining sources, synthesizing information, framing an argument using evidence) are embedded within the revised social studies standards through the social studies practices. Through the practices, students will have opportunities to develop and reinforce disciplinary literacy skills while purposefully building conceptual content knowledge and disciplinary skills necessary for reading comprehension and preparation for citizenship.

Literacy in social studies includes: a student's knowledge of the world; a student's ability to understand and express historical ideas; and a student's use of critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways.

Literacy is a key focus of the social studies practices and should be integrated throughout all coursework. Social studies content mastery includes conducting short, as well as sustained, investigative research to generate and answer questions or solve problems. It also involves synthesizing multiple sources on a subject to construct and communicate an understanding of the subject under investigation. Students should be reading and writing frequently in the classroom to make historical arguments and conclusions, while supporting their claims with evidence. A student's ability to read and interpret multiple texts is essential to teaching him or her how to make evidence-based historical arguments. In other words, proficiency in both ELA and social studies are necessary for students to become productive citizens.

## Geography: More than just Maps

More than ever, our world is interconnected, and today's students need to understand how complex and dynamic human and natural systems interact in order to make smart decisions and function effectively. Geographic knowledge helps people make decisions about "Where can I be safe, successful, and happy in my daily activities?" and "How can my community create and sustain a healthy environment?" Further, geographic inquiry helps people understand and appreciate their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures.

The study of geographic frameworks is essential to the comprehension of how the past has been shaped, what changes have been made, and how our world works today. Geographic reasoning rests on the deep knowledge of the earth's physical and human features, including the locations of places and regions; the distribution of landforms and water bodies; and historic changes in political boundaries, economic activities, and cultures. Geographers seek to understand where things are, why they are there, and how things develop and change over time. Geographic reasoning is best achieved by investigating human and physical geography.

Geographic reasoning requires the use of spatial and environmental perspectives; skills in asking and answering questions; and the ability to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about “where-ness.” Where are people and things located? Why are they there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis and aids in personal and societal decision making and problem solving.

**Tennessee History**

Per state law (Pub. Ch. 482), students are required to take a course in Tennessee history. This course is essential for all Tennessee students so that they know and understand the unique heritage and history of our state. The Tennessee Academic Standards for Social Studies meet this requirement in several ways. Specifically, relevant standards are marked in the content strand column with a “T” to help guide a student’s exploration of Tennessee’s place in the U.S. and the world. In order to further comply with this law, the standards also include the following:

- A required semester of Tennessee history in 5th grade.
- An elective course in Tennessee history at the high school level.
- Explicitly-stated Tennessee content throughout grade bands (i.e., Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 8<sup>th</sup> grades, and High School U.S. History)
- Embedded and implied Tennessee content in the standards.

Table 6 breaks down the different types of Tennessee-specific content featured in the standards document.

**Table 6**

Content Type	Example	Explanation
<b>Explicit Content:</b> Specific Tennessee content is stated clearly and in detail within a standard.	1.20 Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.	This elementary school standard focuses on the specific symbols of Tennessee and is completely focused on state history.
<b>Embedded Content:</b> Specific Tennessee content is explicitly incorporated as an essential part of a standard.	US.03 Summarize the efforts of Benjamin "Pap" Singleton and the Exodusters.	This high school U.S. History and Geography standard focuses on the efforts of Benjamin “Pap” Singleton from Nashville. This important piece of Tennessee history serves as important context to the end of Reconstruction in Tennessee.

<p><b>Implied Content:</b> Specific Tennessee content is suggested without being explicitly stated within a standard.</p>	<p>7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.</p>	<p>This middle school World History and Geography standard focuses on American Indians, including those of the Southeast. Although the specific tribes of the Southeast are not stated, examples of tribes include the Cherokee, who have a long-standing history in Tennessee.</p>
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### Civics Instruction in Tennessee

Per state law (T.C.A. § 49-6-1028), all districts must ensure that a project-based civics assessment is given at least once in grades 4-8 and once in grades 9-12. Project-based civics assessments are developed by the district to ensure students are being taught the learning objectives contained within the social studies standards and can demonstrate an understanding of civics.

Per state law (T.C.A. § 49-6-408A), students must take and pass (70 percent or higher) the United States citizenship and immigration test during the student's high school career (i.e., grades 9-12). Schools in which all seniors earning a regular diploma score 85 percent or higher on the U.S. civics test will be recognized by the department as a U.S. Civics All-Star School.

## **K | KINDERGARTEN SOCIAL STUDIES**

### **The World Around Us**

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Grades K-2

### Social Studies Practices

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

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Practice Number	Social Studies Practice
SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Predict outcomes</li> <li>● Illustrate cause and effect</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Sequencing past, present, and future in chronological order</li> <li>● Understanding that things change over time</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Identifying geographic symbols on maps and globes</li> <li>● Understanding relationships between people, places, and resources</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Culture

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

Standard Number	Content Standard
K.01	Describe familiar people, places, things, and events within a student’s home, school, and community.
K.02	Compare and contrast family traditions and customs, including food, clothing, homes, and games.

## Economics

**Overview:** Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend or save money.

Standard Number	Content Standard
K.03	Distinguish between wants and needs.
K.04	Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
K.05	Give examples of how people use money to make purchases.
K.06	Explain the connection between saving money and meeting future needs.
K.07	Recognize and describe different types of jobs, including work done in the home, school, and community.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Geography

**Overview:** Students will demonstrate an understanding of the concept of location, what a map represents, and their geographical location.

<b>Standard Number</b>	<b>Content Standard</b>
K.08	Use the language of location (e.g., up, down, near, far, left, right, in front of, and behind) to describe a students' location, items on a map, and items in the classroom.
K.09	Define what a map represents.
K.10	Recall the student's and/or school's street address, city/town, and state.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## Government and Civics

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

Standard Number	Content Standard
K.11	Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.
K.12	Recognize the name, image, and role of the current President of the United States.
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.14	Explain how rules and laws provide guidance for authority, fairness, and responsibility (e.g. safety and cooperation).

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

# History

**Overview:** Students will understand the chronological organization of history and the importance of holidays.

Standard Number	Content Standard
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.16	Name the 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.18	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>• Juneteenth</li> <li>• Independence Day/July 4<sup>th</sup></li> <li>• Labor Day</li> <li>• Thanksgiving</li> <li>• Veterans Day</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

# 1 | FIRST GRADE SOCIAL STUDIES

## Tennessee's Place in the United States

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Grades K-2

### Social Studies Practices

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

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Predict outcomes</li> <li>● Illustrate cause and effect</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Sequencing past, present, and future in chronological order</li> <li>● Understanding that things change over time</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Identifying geographic symbols on maps and globes</li> <li>● Understanding relationships between people, places, and resources</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Culture

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

Standard Number	Content Standard
1.01	Describe the components of culture (e.g., food, clothing, traditions, recreation) of a student's community and state.
1.02	Define multiculturalism as many different cultures living within a community and state.
1.03	Compare and contrast family traditions and customs among different cultures within a student's community and state.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Economics

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

Standard Number	Content Standard
1.04	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.
1.06	Give examples of services that people (i.e., producers) provide.
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.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Geography

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

Standard Number	Content Standard
1.09	Recognize basic map symbols, including cities, land, roads, and water.
1.10	Locate on a map Tennessee, Memphis, Nashville, Knoxville, Chattanooga, and Washington, D.C.
1.11	Use cardinal directions (i.e., North, South, East, West) on a map.
1.12	Distinguish the difference between a lake, mountain, ocean, and river.
1.13	Identify and locate on a map the three grand divisions of Tennessee and their borders (i.e., Mississippi River, Tennessee River, Appalachian Mountains).

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## Government and Civics

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

Standard Number	Content Standard
1.14	Identify the name, image, and role of Tennessee's Governor and the U.S. President.
1.15	Recognize and explain the role of the mayor as the leader of a town/city/county.
1.16	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.
1.18	Define citizenship, and recognize traits of good citizens (e.g., respecting the rights of others, voting, and following laws).
1.19	Explain the importance of patriotic traditions (e.g., Pledge of Allegiance and National Anthem) and respectful behavior during both.
1.20	Identify Tennessee symbols, including the state flag, state tree (i.e. tulip poplar), state flower (i.e., iris), state bird (i.e., mockingbird), state animal (i.e., raccoon), and significance of the state nickname.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## History

**Overview:** Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays.

Standard Number	Content Standard
1.21	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	Compare ways people lived in the past to how they live today, including forms of communication, modes of transportation, types of clothing, and forms of recreation.
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>• Juneteenth</li><li>• Independence Day/July 4th</li><li>• Labor Day</li><li>• Columbus Day/Indigenous Peoples' Day</li><li>• Veterans' Day</li><li>• Thanksgiving Day</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## 2 | SECOND GRADE SOCIAL STUDIES

### Life in the United States

**Course Description:** Second grade students will learn about life in the United States, through the lenses of culture, economics, geography, government and civics, and U.S. history by studying their identity as citizens and how our nation operates.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Grades K-2

### Social Studies Practices

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

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Predict outcomes</li> <li>● Illustrate cause and effect</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Sequencing past, present, and future in chronological order</li> <li>● Understanding that things change over time</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Identifying geographic symbols on maps and globes</li> <li>● Understanding relationships between people, places, and resources</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Culture

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

Standard Number	Content Standard
2.01	Compare and contrast beliefs, customs, ceremonies, and traditions of various cultures represented in the United States.
2.02	Distinguish how people from various cultures in the students' community and nation share principles and common goals.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Economics

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

<b>Standard Number</b>	<b>Content Standard</b>
2.03	Examine different types of producers and consumers in the United States.
2.04	Recognize major U.S. industries and their products, including agriculture, manufacturing, tourism, and transportation.
2.05	Explain why and how industries and/or businesses in the United States advertise to sell a product or service.
2.06	Define the concepts of supply and demand.
2.07	Differentiate between imports and exports.
2.08	Describe how imports and exports help to meet the needs of people in the United States.
2.09	Explain that budgets can be used to ensure needs are met and financial goals are achieved.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

# Geography

**Overview:** Students will examine the geography of the United States in relation to the world, explore physical and political geography of the United States and Tennessee while continuing to learn that maps communicate useful information.

Standard Number	Content Standard
2.10	Compare how maps and globes depict geographical information in different ways.
2.11	Recognize the differences between physical and political maps.
2.12	Use legends, the compass rose, and cardinal and intermediate directions to determine locations on physical and political maps.
2.13	Identify and locate on a map the four hemispheres, as defined by the boundaries created by the equator and prime meridian, including the locations of North and South America in the Western Hemisphere.
2.14	Compare physical features of the earth, including: <ul style="list-style-type: none"> <li>• Continent</li> <li>• Island</li> <li>• Peninsula</li> <li>• Plain</li> <li>• Plateau</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 and water borders including Canada, Mexico, the Atlantic Ocean, the Pacific Ocean, and the Gulf of Mexico.
2.16	Locate on a map 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—Appalachian Mountains, including the Great Smoky Mountains</li> </ul>

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

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



<b>Standard Number</b>	<b>Content Standard</b>
2.17	Locate on a map the eight states that border Tennessee (i.e., Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, Arkansas, Missouri).

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Government and Civics

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

Standard Number	Content Standard
2.18	Recognize that the United States 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.
2.20	Identify the three branches of U.S. government (i.e., Legislative, Executive, and Judicial), and their popular names (i.e., Congress, the President, and the Supreme Court).
2.21	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 (e.g., voting, paying taxes, following laws).
2.23	Identify the ways one becomes a U.S. citizen (e.g., by birth or naturalization).
2.24	Identify principles of the American constitutional republic, including equality, fair treatment for all, the right to vote, and respect for the property of others.
2.25	Identify well-known national monuments and symbols (e.g., Liberty Bell, White House, Statue of Liberty, bald eagle, National Mall memorials), and examine their significance.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## History

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

Standard Number	Content Standard
2.26	Define and identify primary and secondary sources.
2.27	Examine the significant contributions of historic figures.
2.28	Analyze and interpret events placed chronologically on a timeline using terms including years, decades, and centuries.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

### 3 | THIRD GRADE SOCIAL STUDIES

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

**Course Description:** Third grade students will learn about Indigenous people of North America, European exploration, early American settlements, and the founding of the Thirteen Colonies. Students will also develop an understanding of the events that led to the U.S. Independence, including the American Revolution and the formation of the national government under the Constitution. Students will continue their studies with the development and growth the United States through Manifest Destiny.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Summarize significant ideas and relevant information</li><li>● Distinguish between fact and opinion</li><li>● Draw inferences and conclusions</li><li>● Recognize author’s purpose and point of view, and reliability</li></ul>
SSP.03	Organize data from a variety of sources in order to: <ul style="list-style-type: none"><li>● Compare and contrast multiple sources</li><li>● Recognize differences between multiple accounts</li><li>● Frame appropriate questions for further investigation</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Practice Number	Social Studies Practice
SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> <li>● Develop strategies for appropriate civic discourse</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Recognizing how past events and issues might have been experienced by the people of that time with historical context</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Determining relationships among people, resources, and ideas based on geographic location</li> <li>● Determining the use of diverse types of maps and their features based on the purpose</li> <li>● Analyzing the spatial relationships between people, circumstances, and resources</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of the regions change over time.</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Indigenous Peoples Through European Exploration (Prior to 1585)

**Overview:** Students will describe the legacy and cultures of major indigenous settlements of North America and Tennessee, the routes of early explorers, and the impact of exploration on the Americas.

Standard Number	Content Standard	Content Strand
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).	C, G, H, T
3.02	Understand examples of cooperation and conflict between North American Indian nations over control of land.	E, G, H, P, T
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>• Great Britain</li> <li>• Italy</li> <li>• Portugal</li> <li>• Spain</li> </ul>	E, G, H, P, T
3.04	Identify the routes and contributions of early explorers of the Americas, including Jacques Cartier, Christopher Columbus, Hernando de Soto, and Amerigo Vespucci.	E, G, H, P, T
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>	C, E, G, H, T

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## Early North American Settlements (1585-1600s)

**Overview:** Students will describe early North American settlements, and examine the founding of the Thirteen Colonies, their regional geographic features, and the conflicts and cooperation that existed between American Indians and colonists.

Standard Number	Content Standard	Content Strand
3.06	Explain the significance of the settlement of Jamestown, and the role it played in the founding of the United States.	E, G, H, P
3.07	Explain the significance of the settlements of Plymouth and Massachusetts Bay, and the role they played in the founding of the United States.	E, C, G, H, P
3.08	Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen English Colonies influenced their economic and cultural development.	C, E, G, H, P
3.09	Identify the economic, political, and religious reasons for founding the Thirteen English Colonies.	C, E, G, H, P
3.10	Identify the sources of unpaid labor (i.e., indentured servitude and enslaved persons) in the Thirteen English Colonies, and how they affected the development of regional economies. (T.C.A. § 49-6-1028)	C, E, G, H, TCA
3.11	Identify examples of democratic practices in the Thirteen English Colonies (e.g., representative assemblies and town meetings).	H, P
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.	C, E, G, H, P, T
3.13	Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	C, G, H, P

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## The War for Independence (1700-1780s)

**Overview:** Students will explain the causes, course, and key figures of the American Revolution.

Standard Number	Content Standard	Content Strand
3.14	Describe the influence of Benjamin Franklin and his attempts to unify the colonies, including the “Join or Die” political cartoon.	H, P
3.15	Identify the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	C, G, H, P, T
3.16	<p>Explain how political and economic ideas and interests brought about the American Revolution, including:</p> <ul style="list-style-type: none"> <li>• Resistance to imperial policy (e.g., Proclamation of 1763)</li> <li>• The Stamp Act, 1765</li> <li>• The Townshend Acts, 1767</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>	C, E, H, P
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).	C, E, H, P
3.18	Explain the historical and present-day significance of the Declaration of Independence, including the roles of John Adams, Thomas Jefferson, and John Hancock. (T.C.A. § 49-6-1028)	H, P, TCA

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Standard Number	Content Standard	Content Strand
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>• Patriots</li> <li>• Redcoats</li> <li>• Sons of Liberty</li> </ul>	C, G, H, P
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).	G, H, P
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 (i.e., Molly Pitcher)</li> <li>• Betsy Ross</li> <li>• Deborah Sampson</li> <li>• Phillis Wheatley</li> </ul>	C, E, H

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## Creating a New Government (1781-1789)

**Overview:** Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution.

Standard Number	Content Standard	Content Strand
3.22	Identify the weaknesses of the Articles of Confederation, including no power to tax and a weak central government.	E, H, P
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>	C, E, G, H, P, TCA
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)	E, H, P, TCA
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>	C, P, TCA

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Standard Number	Content Standard	Content Strand
3.26	Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.	H, P

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## Growth of the Republic (1800s-1850)

**Overview:** Students will examine the exploration of the West, the impact of expansion on American Indians, the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.

Standard Number	Content Standard	Content Strand
3.27	Describe the impact of the Louisiana Purchase, including the significance of Meriwether Lewis, William Clark, Thomas Jefferson, and Sacagawea, and map the exploration of the Louisiana Territory,	C, E, G, H, P, T
3.28	Identify effects and key people of the War of 1812, including Tennessee Volunteers and the role of Andrew Jackson.	C, E, G, H, P, T
3.29	Explain the impact of Andrew Jackson’s presidency, including the Indian Removal Act and Trail of Tears.	C, E, G, H
3.30	Describe the experiences of settlers on the overland trails to the West (e.g., California Trail, Mormon Trail, Oregon Trail), including the purpose of the journeys and influence of geography.	G, H, P, T
3.31	Examine the impact of President James K. Polk’s view of Manifest Destiny on westward expansion.	C, E, G, H
3.32	Explain the significance of the California Gold Rush on westward expansion.	C, E, G, H
3.33	Analyze the impact of the American Industrial Revolution, including the significance of: <ul style="list-style-type: none"> <li>• Cotton gin</li> <li>• Railroads</li> <li>• Steamboats</li> <li>• Telegraphs</li> </ul>	C, E, G, H, T

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

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

**Course Description:** Fourth grade students will learn about challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. Students will explore the causes and effects of the Civil War and Reconstruction, industrialization and significant events of the Gilded Age and Progressive Era. Students will also explore the nation’s growing role in world affairs during World War I and World War II. In addition, students will analyze structures of power and authority. Finally, students will examine and describe the key events and accomplishments of the post-war period and Civil Rights Movement. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of U.S. history.

This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.

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## Social Studies Practices

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

<b>Practice Number</b>	<b>Social Studies Practice</b>
SSP.01	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Summarize significant ideas and relevant information</li><li>● Distinguish between fact and opinion</li><li>● Draw inferences and conclusions</li><li>● Recognize author’s purpose and point of view, and reliability</li></ul>
SSP.03	Organize data from a variety of sources in order to: <ul style="list-style-type: none"><li>● Compare and contrast multiple sources</li><li>● Recognize differences between multiple accounts</li><li>● Frame appropriate questions for further investigation</li></ul>

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Practice Number	Social Studies Practice
SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> <li>● Develop strategies for appropriate civic discourse</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Recognizing how past events and issues might have been experienced by the people of that time with historical context</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Determining relationships among people, resources, and ideas based on geographic location</li> <li>● Determining the use of diverse types of maps and their features based on the purpose</li> <li>● Analyzing the spatial relationships between people, circumstances, and resources</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of the regions change over time.</li> </ul>

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

**Overview:** Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.

Standard Number	Content Standard	Content Strand
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>	C, E, G, H, T
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>• Nat Turner's Rebellion</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>	C, E, G, H, P
4.03	Compare characteristics of the lives of enslaved persons on plantations, in cities, and on other farms.	C, E, G, H, T

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Standard Number	Content Standard	Content Strand
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>• The Grimke Sisters</li> <li>• Harriet Tubman</li> <li>• Sojourner Truth</li> </ul>	C, G, H, P, T
4.05	Compare and contrast the various sectional stances on states' rights and enslavement represented by the presidential candidates in the election of 1860.	C, G, H, P, T

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## The Civil War and Reconstruction (1861-1870s)

**Overview:** Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

Standard Number	Content Standard	Content Strand
4.06	Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.	G, H, P, T
4.07	Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	C, E, G, H, P
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.	E, G, H, P
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>	C, G, H, P
4.10	Evaluate the significant contributions made by women during the Civil War (e.g., Clara Barton, Dorothea Dix, Susie King Taylor, Frances Clayton, Harriett Tubman, Dr. Mary Edwards Walker).	C, H
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, Siege of Vicksburg, and Battle of Gettysburg).	G, H, P, T
4.12	Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	C, E, G, H, P
4.13	Describe the significance of the Gettysburg Address.	C, H, P

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Standard Number	Content Standard	Content Strand
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.	C, E, G, H, P, T
4.15	Describe the impact President Abraham Lincoln's assassination had on the nation.	C, H, P
4.16	Identify the 13th, 14th, and 15th Amendments (i.e., Reconstruction Amendments) as efforts to help former enslaved persons gain the rights of citizenship.	C, E, H, P, T
4.17	Compare and contrast the goals of the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	E, G, H, P, T
4.18	Identify the impacts of the outcome of the Election of 1876, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Compromise of 1877</li> <li>• Disenfranchisement</li> <li>• End of Military Reconstruction</li> <li>• Lack of African American elected officials</li> <li>• Jim Crow Laws</li> <li>• Rise of vigilante actions</li> </ul>	C, E, G, H, P, T, TCA

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

**Overview:** Students will explain the key shifts in the United States during the late 19th and early 20th centuries, including immigration, industrialization, the nation’s role in world affairs, and the Progressive Era.

Standard Number	Content Standard	Content Strand
4.19	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including settlers, immigrants, Buffalo Soldiers, and American Indians.	C, E, G, H
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.	C, E, G, H, P
4.21	Describe characteristics of the Second Industrial Revolution (e.g., industrial capitalists, monopolies, unsafe working conditions).	C, E, H, P
4.22	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	C, E, H, P
4.23	Examine the impact of important entrepreneurs on American society during the Gilded Age (e.g., Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, Madam C. J. Walker.)	C, E, H, P
4.24	Examine the contributions and impact of inventors (e.g., Alexander Graham Bell, George Washington Carver, and Thomas Edison, Eliza Murfey) on American society.	C, E, H
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.	C, E, G, H

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Standard Number	Content Standard	Content Strand
4.26	Analyze the causes, course, and consequences of the Spanish-American War, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none"> <li>• Buffalo Soldiers</li> <li>• Imperialism</li> <li>• Rough Riders</li> <li>• <i>USS Maine</i></li> <li>• Yellow journalism</li> </ul>	C, E, G, H, P, TCA
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.	C, E, H, P, T

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## World War I and Between the Wars (1920s-1940s)

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

Standard Number	Content Standard	Content Strand
4.28	Summarize the events leading to U.S. entry into World War I, including the attack on the <i>RMS Lusitania</i> and the Zimmerman Telegram.	C, G, H, P
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> <li>• France</li> <li>• Germany</li> <li>• Great Britain</li> <li>• Russia</li> </ul>	G, H, P
4.30	Describe the impact of U.S. involvement as an Allied Power in World War I.	C, E, H
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.	C, E, G, H, P
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 (T.C.A. § 49-6-1028)</li> </ul>	C, E, H, TCA

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
4.33	Describe how scarcity, supply, and demand affect the prices of products.	E
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>• Overproduction</li> <li>• Soup kitchens</li> </ul>	C, E, G, H, P
4.35	Describe how the 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.	C, E, H, TCA

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## World War II (1930s-1940s)

**Overview:** Students will examine and analyze U.S. involvement during World War II as well as the impact of the war at home.

Standard Number	Content Standard	Content Strand
4.36	Explain the structures and goals of the governments in Germany and Japan during the 1930s, and how they contributed to the outbreak of World War II.	C, G, H, P
4.37	Identify and locate on a map the Axis and Allied Powers associated with World War II, 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>	G, H
4.38	Determine the significance of the bombing of Pearl Harbor, and its impact on the United States.	C, G, H, P
4.39	Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	C, E, H, P
4.40	Analyze the significance of the Holocaust and its impact on the United States (e.g., the creation of the State of Israel by the United Nations and the migration of Jewish individuals).	C, G, H, P

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## Post-World War II and the Civil Rights Movement (1940s-1960s)

**Overview:** Students will examine the cultural and political developments in the U.S. after World War II and during the Civil Rights Movement.

Standard Number	Content Standard	Content Strand
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>	C, E, G, H, P, T
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>	C, E, H, P, T, TCA
4.43	Explain the effects of the Civil Rights Movement, including the Civil Rights Act and the Voting Rights Act.	C, H, P

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## 5 | FIFTH GRADE SOCIAL STUDIES, PART 1

### Tennessee History

**Course Description:** Fifth grade students will examine the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development. Students will discuss Tennessee’s indigenous peoples as well as the arrival of European settlers. Students will analyze and describe the foundation of the state of Tennessee. Students will identify and explain the origins, impact, and aftermath of the Civil War on Tennessee. Students will discuss the rise of a manufacturing economy within our state. Finally, students will examine and discuss the Civil Rights Movement and Tennessee’s modern economy and society. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of Tennessee history.

This course follows the same organization as Section VI from the Tennessee Blue Book. This course is mandated by the Senator Douglas Henry Tennessee History Act (Pub. Ch. 482).

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Summarize significant ideas and relevant information</li><li>● Distinguish between fact and opinion</li><li>● Draw inferences and conclusions</li><li>● Recognize author’s purpose and point of view, and reliability</li></ul>
SSP.03	Organize data from a variety of sources in order to: <ul style="list-style-type: none"><li>● Compare and contrast multiple sources</li><li>● Recognize differences between multiple accounts</li><li>● Frame appropriate questions for further investigation</li></ul>

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Practice Number	Social Studies Practice
SSP.04	Communicate ideas supported by evidence to: <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> <li>● Develop strategies for appropriate civic discourse</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Recognizing how past events and issues might have been experienced by the people of that time with historical context</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>● Determining relationships among people, resources, and ideas based on geographic location</li> <li>● Determining the use of diverse types of maps and their features based on the purpose</li> <li>● Analyzing the spatial relationships between people, circumstances, and resources</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of the regions change over time.</li> </ul>

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## Tennessee Prior to Statehood (pre-1796)

**Overview:** Students will explore American Indian tribes native to the region, the origins and the reasons for settlement of Tennessee, Tennessee's role in the American Revolution, and Tennessee's first attempt at statehood.

Standard Number	Content Standard	Content Strand
5.01	Explain the theories regarding the origin of the name "Tennessee."	C, G, H, T
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).	C, G, H, T
5.03	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, Shawnee), and compare their various customs and traditions.	C, E, G, H, P, T
5.04	Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	C, E, G, H, T
5.05	Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.	C, G, H, T
5.06	Explain the significance of the Watauga Settlement and Watauga Compact	C, G, H, P, T
5.07	Describe the founding of the Cumberland Settlements, the creation of early roads (e.g., Natchez Trace, Emery Road, and other roads across the Cumberland Plateau) and the obstacles faced with their establishment including the Battle of the Bluffs.	C, E, G, H, P, T
5.08	Identify the contributions of leaders and groups during the early settlement of Tennessee, including John Sevier, John Donelson, Nancy Ward, Dragging Canoe, James Robertson, and Overmountain Men.	C, G, H, P, T
5.09	Describe life on the Tennessee frontier for different groups, including settlers, American Indians, indentured servants, and enslaved persons.	C, E, G, H, P, T

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## Statehood and Early History (1796-1849)

**Overview:** Students will examine the process of Tennessee becoming a state, study the importance of Andrew Jackson and his presidency, and discuss important Tennesseans of the era.

Standard Number	Content Standard	Content Strand
5.10	Sequence events that led to Tennessee statehood, including "The Lost State of Franklin," the 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)	G, H, P, T, TCA
5.11	Identify the year Tennessee became a state, its first governor, and the original capital.	G, H, P, T
5.12	Describe Tennessee's involvement in the War of 1812, including Andrew Jackson, the Tennessee Volunteers, and Battle of Horseshoe Bend.	G, H, P, T
5.13	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	G, H, T
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.	C, E, G, H, P, T
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>	C, E, H, P, T

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## Tennessee During the Civil War Era (1850s-1900)

**Overview:** Students will examine Tennessee history prior to the Civil War as well as the impact of the Civil War and Reconstruction on the state.

Standard Number	Content Standard	Content Strand
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.	C, E, G, H, P, T
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>• Battles of Chattanooga</li> </ul>	G, H, T
5.18	Describe the importance of the Medal of Honor and its origins in Tennessee.	C, H, P, T,
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)	C, E, H, P, T, TCA
5.20	Explain how the Coal Creek War led to Tennessee's reconsideration of the convict leasing system.	E, H, P, T
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)	C, H, P, T, TCA
5.22	Identify how the rise of vigilante action (e.g., the Ku Klux Klan), black codes, and Jim Crow laws impacted Tennesseans at the local and state level. (T.C.A. § 49-6-1028)	C, H, P, T, TCA

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Standard Number	Content Standard	Content Strand
5.23	Explain how the end of Reconstruction impacted Tennessee’s African American population. (T.C.A. § 49-6-1028)	C, H, P, T, TCA

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## Tennessee in the 20<sup>th</sup> Century (1900-present)

**Overview:** Students will examine significant events in Tennessee and explore contributions of Tennesseans to the United States during the 20th century.

Standard Number	Content Standard	Content Strand
5.24	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	C, H, P, T
5.25	Describe the impact of the Tennessee Valley Authority and Civilian Conservation Corps on the economy of Tennessee during and after the Great Depression.	E, G, H, P, T
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 to the Manhattan Project, and the influence of Tennesseans (e.g., Cornelia Fort, Cordell Hull, Alvin C. York). (T.C.A. § 49-6- 1028)	C, E, H, P, T, TCA
5.27	Identify Tennessee’s contributions to the Civil Rights Movement (e.g., Highlander Folk School, Nashville Sit-Ins, the Clinton 12, Rosenwald Schools, Scarboro 85, Tent City Movement of Fayette County). (T.C.A. § 49-6-1028)	C, H, P, T, TCA
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>	C, E, H, T, TCA
5.29	Explore influential Tennesseans from the late 20th century (e.g., Al Gore, Jr., Alex Haley, Dolly Parton, Wilma Rudolph, and Oprah Winfrey).	C, E, H, P, T
5.30	Compare and contrast the three grand divisions of Tennessee’s major industries, tourism, and agriculture during the 20th and 21st centuries.	C, E, G, H, T

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
5.31	Describe the structure of Tennessee's government, including the role of each of the three departments.	H, P, T

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## 5 | FIFTH GRADE SOCIAL STUDIES, PART 2

### Geography

**Course Description:** Fifth grade students will gain an understanding of geography in order to build their geographic awareness in relation to world geography, United States geography and Tennessee geography. Students will develop these skills across the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

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## Geography: Maps and Globes

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

Standard Number	Content Standard	Content Strand
5.32	Identify common features on maps and globes, and analyze the relationship between: <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>	G
5.33	Use cardinal directions, intermediate directions, map scales, grids, latitude and longitude to locate absolute and relative locations.	G
5.34	Examine various ways people communicate geographic information (e.g., maps, aerial photographs, GPS, graphs/diagrams).	G
5.35	Examine major physical features on globes and maps, including: <ul style="list-style-type: none"> <li>• Water Features: bay, canal, delta, gulf, ocean, river, sea, strait, stream</li> <li>• Land Features: basin, canyon, desert, island, isthmus, mountain, peninsula, plain, plateau, valley</li> </ul>	G
5.36	Examine major human features on globes and maps, including transportation, political boundaries, and cities.	G
5.37	Use different types of reference and thematic maps (e.g., political, physical, population, resource, climate), graphs, and charts to interpret geographic information.	G

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## United States and Tennessee Geography

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

Standard Number	Content Standard	Content Strand
5.38	Identify and locate on a map the fifty states of the United States.	G, T
5.39	Identify major physical features of the United States, including: <ul style="list-style-type: none"> <li>• Rivers—Mississippi, Ohio, Colorado, Missouri, Rio Grande</li> <li>• Mountains— Appalachian, Alaska Range, Rockies, Sierra Nevada</li> <li>• Bodies of Water—Great Lakes, Gulf of Mexico, Great Salt Lake</li> <li>• Landforms—Coastal Plain, Mississippi River Basin, Grand Canyon, Great Plains</li> </ul>	G, T
5.40	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.	G
5.41	Analyze the regions of the United States and the locational effects on life, including food, clothing, shelter, transportation, and recreation.	G, C
5.42	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).	G, T

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## World Geography

**Overview:** Students will utilize their geographic content knowledge to study physical and political world geography as well as to examine climate, physical features, population and the impact of human settlement patterns across continents.

Standard Number	Content Standard	Content Strand
5.43	Identify and locate on a map the seven continents and five oceans using maps and globes.	G
5.44	Identify major physical features of the world, including: <ul style="list-style-type: none"><li>• Rivers—Amazon, Nile, Tigris, Euphrates, Yellow, Ganges</li><li>• Mountains and Ranges—Alps, Andes, Himalayas, Ural</li><li>• Deserts— Gobi, Sahara</li><li>• Bodies of Water—Mediterranean Sea, Red Sea, Persian Gulf, Black Sea</li></ul>	G
5.45	Compare and contrast continents of the world in terms of climate, physical features, major countries, and population size.	G
5.46	Describe how physical features influence and impact human settlement patterns.	G

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## 6 | SIXTH GRADE SOCIAL STUDIES

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

**Course Description:** Sixth grade students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

*This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

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## Grades 6-8

### Social Studies Practices

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

<b>Practice Number</b>	<b>Social Studies Practice</b>
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed materials</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Extract, summarize, and paraphrase significant ideas and relevant information</li><li>● Distinguish the difference between fact and opinion</li><li>● Recognize author’s purpose and point of view, and potential bias</li><li>● Draw logical inferences and conclusions</li><li>● Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"><li>● Recognize differences among multiple accounts</li><li>● Establish validity by comparing and contrasting multiple sources</li><li>● Frame appropriate questions for further investigation</li></ul>

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

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

**Overview:** Students will learn time designations, and analyze the development and characteristics of civilizations, including the effects of the Neolithic Revolution.

Standard Number	Content Standard	Content Strand
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>	H
6.02	Describe the characteristics of Paleolithic societies, including: <ul style="list-style-type: none"> <li>• Basic hunting weapons</li> <li>• Fire</li> <li>• Nomadic hunter-gatherer lifestyles</li> <li>• Shelter</li> <li>• Tools</li> </ul>	C, G, H
6.03	Explain the impact of the Neolithic Revolution, including: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Domestication of plants and animals</li> <li>• Emergence of permanent settlements</li> <li>• Food surpluses</li> <li>• Increased Barter economy</li> <li>• Labor specialization</li> <li>• New sources of clothing and shelter</li> </ul>	C, E, G, H

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Standard Number	Content Standard	Content Strand
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>	C, E, G, H, P

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## Ancient Mesopotamia: c. 3500-1700 BC

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

Standard Number	Content Standard	Content Strand
6.05	Identify and locate on a map 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> <li>• Zagros Mountains</li> </ul>	G
6.06	Analyze how geographic (e.g., rivers, mountains) and climatic features (e.g., heavy rains, flooding) led to the region being known as the Fertile Crescent.	C, G, H
6.07	Explain how irrigation, metallurgy, use of animals, and inventions such as the wheel, sail, and plow led to advancements in agriculture.	C, E, G, H
6.08	Analyze how advancements in agriculture led to economic growth, expansion of trade and transportation, and the emergence of independent city-states (e.g., Ur of the Chaldees).	C, E, G, H, P
6.09	Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the world's first empire.	C, G, H, P
6.10	Describe the social hierarchy of ancient Mesopotamian society.	C, E, H, P
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.	C, G, H

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Standard Number	Content Standard	Content Strand
6.12	Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic.	C, E, H, P
6.13	Analyze the impact of the Code of Hammurabi, including the introduction of written law and basic principles of justice.	C, E, H, P

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## Ancient Egypt: c. 3000-700 BC

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

Standard Number	Content Standard	Content Strand
6.14	Identify and locate on a map geographical and political features of ancient Egypt, including: <ul style="list-style-type: none"> <li>• Mediterranean Sea</li> <li>• Nile Delta</li> <li>• Nile River</li> <li>• Nubia</li> <li>• Red Sea</li> <li>• The regions of Upper and Lower Egypt</li> <li>• The Sahara</li> </ul>	G, H, P
6.15	Explain how agricultural practices impacted life in ancient Egypt, including the use of irrigation and development of a calendar.	C, E, G, H
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 enslaved people</li> <li>• Position of pharaoh as a god-king</li> </ul>	C, E, H, P
6.17	Explain the concept of polytheistic religion in ancient Egypt, with respect to the beliefs about the afterlife and reasons for mummification.	C, E, H
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>	C, E, G, H, P

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
6.19	Analyze the achievements of ancient Egypt, including hieroglyphics, papyrus, and structures at Giza (i.e., the pyramids and Sphinx).	C, E, G, H, P
6.20	Examine the relationship between ancient Egypt and Nubia, including cultural diffusion through trade and conflict.	C, E, G, H, P

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## Ancient Israel: c. 2000-500 BC

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

Standard Number	Content Standard	Content Strand
6.21	Identify and locate on a map geographical 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>	G, H, P
6.22	Analyze the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia (i.e., Ur of the Chaldees) to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.	C, G, H, P
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, including the Torah)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility</li> </ul>	C, G, H, P
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.	C, G, H, P
6.25	Explain the Assyrian and 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.	C, E, G, H, P

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## Ancient India: c. 2500-400 BC

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

Standard Number	Content Standard	Content Strand
6.26	Identify and locate on a map geographical and climatic 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> <li>• Monsoon winds</li> <li>• Subcontinent of India</li> </ul>	G
6.27	Analyze the Indus River Valley civilizations of Harappa and Mohenjo-Daro as early agricultural civilizations, 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>	E, G, H, P
6.28	Describe the effects of the Aryan migration into India, including changes to religion, social structure, and language.	C, E, G, H, P
6.29	Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.	C, E, H, P
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>	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
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>	C, G, H, P
6.32	Analyze the achievements of ancient India, including medical education, medical techniques, yoga as a Hindu practice, and mathematics (e.g., Hindu-Arabic numerals).	C, E, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Ancient China: c. 2500 BC-200 AD

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

Standard Number	Content Standard	Content Strand
6.33	Identify and locate on a map 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>	G
6.34	Explain the origin of ancient China's civilizations in the Yellow River Valley (e.g., Xia and Shang Dynasty).	C, H, G, P
6.35	Analyze how China's geography made governing difficult and influenced isolation from the rest of the world.	G, P
6.36	Describe the concepts of the Mandate of Heaven, its origin in the Zhou Dynasty, and how Legalism emerged as a solution to cultural, geographic, and political challenges.	C, G, H, P
6.37	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty, including building projects (e.g., the Great Wall, roads and canals), and a standardized writing system.	C, E, G, H, P
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.	C, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
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, seismograph and woodblock printing.	C, E, H, P
6.40	Explain how the development of the Silk Road led to cultural diffusion between China and Eurasia, including traded goods and the spread of Buddhism into ancient China.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Ancient Greece: c. 800-300 BC

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

Standard Number	Content Standard	Content Strand
6.41	Identify and locate on a map geographical and political 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>	G, P
6.42	Analyze how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.	C, E, G, H, P
6.43	Examine the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.	C, G, H, P
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>• Role of enslaved persons</li> <li>• Status of women</li> <li>• Styles of government (i.e., direct democracy and oligarchy)</li> </ul>	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
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.	C, E, G, H, P
6.46	Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and weakened the city-states.	C, E, G, H, P
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.	C, H
6.48	Examine the influence of major ancient Greek philosophers (i.e., Socrates, Plato, and Aristotle) and their impact on education and society in ancient Greece.	C, H, P
6.49	Describe the purposes of major Greek architecture (e.g., columns), including the Parthenon and the Acropolis.	C, G, H, P
6.50	Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.	C, E, G, H, P

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## Ancient Rome: c. 500 BC-500 AD

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

Standard Number	Content Standard	Content Strand
6.51	Identify and locate on a map the geographical and political 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>	G, P
6.52	Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.	E, G, H, P
6.53	Describe the class system of ancient Rome, including the role of patricians, plebeians, and enslaved people in Roman society.	C, E, H, P
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>	C, E, H, P

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Standard Number	Content Standard	Content Strand
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>	C, E, H, P
6.56	Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.	C, E, G, H, P
6.57	Determine how the engineering and architectural achievements of Ancient Rome influenced daily life, 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>	C, G, H, P
6.58	Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.	C, H, P
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>	C, G, H, P
6.60	Explain the reasons for the expulsion of the Jews from their homeland by the Romans (i.e., the Jewish diaspora).	C, G, H, P

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Standard Number	Content Standard	Content Strand
6.61	Explain the division of the Roman Empire into East and West, and identify why Constantinople was established as the capital by Constantine.	C, G, H, P
6.62	Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.	C, E, G, H, P

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## 7 | SEVENTH GRADE SOCIAL STUDIES

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

**Course Description:** Seventh grade students will learn about the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, the Americas, and Southwest Asia and Northern Africa. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

*This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

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## Grades 6-8

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed materials</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Extract, summarize, and paraphrase significant ideas and relevant information</li><li>● Distinguish the difference between fact and opinion</li><li>● Recognize author’s purpose and point of view, and potential bias</li><li>● Draw logical inferences and conclusions</li><li>● Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"><li>● Recognize differences among multiple accounts</li><li>● Establish validity by comparing and contrasting multiple sources</li><li>● Frame appropriate questions for further investigation</li></ul>

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

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## Byzantine Empire: 400-1500s AD

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.

Standard Number	Content Standard	Content Strand
7.01	Identify the continuation of the Eastern Roman Empire as the Byzantine Empire including its use of Greek culture, and describe the diffusion of Christianity and the preservation of the Latin language.	C, G, H, P
7.02	Explain the importance of Justinian's political, social, and architectural achievements, including: <ul style="list-style-type: none"><li>• Expanding the empire</li><li>• Spreading Christianity</li><li>• The role of Theodora</li><li>• Justinian Code</li><li>• The Hagia Sophia</li></ul>	C, E, G, H, P
7.03	Analyze the importance of regional geography, trade, and the location of Constantinople in maintaining European culture.	C, E, G, H

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## Southwest Asia and North Africa: 400-1500s AD

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

Standard Number	Content Standard	Content Strand
7.04	Identify and locate on a map the geographical and political 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>	G, P
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>	C, G, H, P
7.06	Describe how trade and expansion led to the diffusion of Islamic culture and the Arabic language.	C, E, G, H, P
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> <li>• Navigation</li> <li>• Science</li> </ul>	C, E, G, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
7.08	Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.	C, E, G, H, P
7.09	Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants, including the trade in spices, paper, textiles, and navigational tools.	C, E, G, H

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## West Africa: 400-1500s AD

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of West Africa.

Standard Number	Content Standard	Content Strand
7.10	Identify and locate on a map the geographical and political 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>	G, P
7.11	Explain indigenous African spiritual traditions, including ancestor worship, animism, and the relationship between humans and deities.	C, H
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.	C, E, G, H, P
7.13	Analyze how the exchange of salt, gold, and enslaved people along the Trans-Saharan trade route led to religious and cultural changes, such as the growth of Islam and the Arabic language.	C, E, G, H, P
7.14	Describe the role of griots and their use of oral traditions in the transmission of West African history and culture.	C, G, H
7.15	Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.	C, E, G, H, P

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## East Asia: 400-1500s AD

**Overview:** Students will analyze the geographic, political, economic, and cultural structures of China and Japan.

Standard Number	Content Standard	Content Strand
7.16	Identify and locate on a map the geographical and political 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>	G, P
7.17	Describe the reunification of China during the Sui Dynasty, including the spread of Buddhism and the building of the Grand Canal.	C, E, G, H, P
7.18	Describe the developments (e.g., gunpowder and the reopening of the Silk Road) during the Tang Dynasty, including the expansion of Confucianism.	C, E, G, H, P
7.19	Describe the developments (e.g., fast-ripening rice and mariner’s compass) during the Song Dynasty, and examine the role of Neo-Confucianism in instituting merit-based civil service exams.	C, E, G, H, P
7.20	Examine the rise of the Mongol Empire, including the conquests of Genghis Khan and Kublai Khan's establishment of the Yuan Dynasty.	C, G, H, P
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.	C, E, G, H
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.	C, E, G, H, P

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Standard Number	Content Standard	Content Strand
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>	C, G, H, P
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.	C, G, H
7.25	Describe how the Heian aristocracy contributed to the development of a Japanese national culture, including politics, art, language, and literature (e.g., <i>Tale of Genji</i> as the world's first novel).	C, E, H, P
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.	C, E, H, P

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## Middle Ages in Western Europe: 400-1500s AD

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

Standard Number	Content Standard	Content Strand
7.27	Identify and locate on a map geographical features of Europe, including: <ul style="list-style-type: none"> <li>• Alps</li> <li>• Atlantic Ocean</li> <li>• English Channel</li> <li>• Iberian Peninsula</li> <li>• Mediterranean Sea</li> <li>• North European Plain</li> </ul>	G
7.28	Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church across Central and Western Europe.	C, G, H, P
7.29	Explain how Charlemagne shaped and defined medieval Europe, including his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.	C, E, G, H, P
7.30	Describe the development of feudalism and manorialism, and their influence on the medieval European economy (i.e., the role of the manor and the growth of towns).	C, E, G, H, P
7.31	Explain the Battle of Hastings and the long-term historical effects of William the Conqueror on England and Northern France, including the impact on language and the spread of feudalism.	C, E, G, H, P
7.32	Describe how political relationships both fostered cooperation (i.e., Charlemagne and Pope Leo III) and led to conflict (i.e., Henry IV and Pope Gregory VII) between the Papacy and European monarchs.	C, G, H, P
7.33	Analyze the impact of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.	G, H, P

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Standard Number	Content Standard	Content Strand
7.34	Analyze the overarching causes, effects, and key people of the Crusades, including Pope Urban II, Saladin, and Richard I.	C, G, H, P, E
7.35	Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.	C, G, H
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.	C, E, G, H
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>• Decline of feudalism</li> <li>• Growth of banking</li> <li>• Growth of towns</li> <li>• A merchant class</li> </ul>	C, E, G, H, P
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 becoming a symbol of French pride and cultural identity.	C, G, H, P
7.39	Describe the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula, and explain the significance of the Reconquista and Inquisition.	C, G, H, P

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## Early Modern Europe: 1400-1700s AD

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

### The Renaissance

Standard Number	Content Standard	Content Strand
7.40	Describe the Moorish (i.e., Muslim) and Jewish influences on the Renaissance in cities such as Toledo, Cordoba, and Granada.	C, H, G, P
7.41	Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.	C, E, G, H, P
7.42	Identify the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance, including the role of patronage.	C, E, G, H, P
7.43	Define humanism, and explain how maintaining a balance between faith and reason influenced Renaissance thinkers.	C, H
7.44	Analyze the development of Renaissance art, including the significance of: <ul style="list-style-type: none"> <li>• Leonardo da Vinci (e.g., Last Supper, Mona Lisa)</li> <li>• Michelangelo (e.g., Sistine Chapel, The David)</li> <li>• Filippo Brunelleschi (e.g., Florence Cathedral Dome, linear perspective)</li> <li>• William Shakespeare (e.g., literature, language, and plays)</li> </ul>	C, E, G, H

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## The Protestant Reformation

Standard Number	Content Standard	Content Strand
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.	C, G, H
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> .	C, E, H, P
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., John Calvin).	C, H, P
7.48	Explain the political and religious roles of Henry VIII, Mary I, and Elizabeth I in England's transition between Catholicism and Protestantism.	C, G, H, P
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.	C, E, G, H, P
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.	C, H

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## The Scientific Revolution

Standard Number	Content Standard	Content Strand
7.51	Compare and contrast scientific theories of the Greeks (i.e., geocentric), Copernicus (i.e., heliocentric), and Kepler (i.e., elliptical orbits).	C, G, H
7.52	Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.	C, G, H
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.	C, G, H

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## Indigenous Civilizations of the Americas: 400-1500s AD

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

Standard Number	Content Standard	Content Strand
7.54	Identify and locate on a map 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>	G, T
7.55	Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, Plains, Southwest, Pacific Northwest), including clothing, housing, and agriculture.	C, G, H, T
7.56	Describe the existence of diverse networks of North American Indian cultures and sovereign nations (within present-day United States), including varied languages, customs, and economic and political structures.	C, E, G, H, P, T
7.57	Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.	C, E, G, H, P
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).	C, E, G, H, P

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## The Age of Exploration: 1400-1700s AD

**Overview:** Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.

Standard Number	Content Standard	Content Strand
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.	C, E, G, H, P
7.60	Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain (i.e., mercantilism).	C, E, G, H, P
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>	C, E, G, H, P, T
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.	C, E, G, H, P
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.	C, E, G, H, P
7.64	Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).	C, E, G, H, P

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
7.65	Explain the impact of Spanish colonization in the Americas, including the introduction and spread of Christianity, the mission system, the encomienda system, and the role of Bartolome de la Casa.	C, E, G, H, P

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## 8 | EIGHTH GRADE SOCIAL STUDIES

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

**Course Description:** Eighth grade students will learn about the settlement and founding of the U.S. through Reconstruction and study the history, economics, culture, government, and geography of Tennessee in context to illustrate the role our state has played in American history.

**This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.**

*This course is the first of a two-year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.*

*This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.*

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## Grades 6-8

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed materials</li><li>● Graphic representations</li><li>● Artifacts</li><li>● Media and technology sources</li><li>● Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Extract, summarize, and paraphrase significant ideas and relevant information</li><li>● Distinguish the difference between fact and opinion</li><li>● Recognize author’s purpose and point of view, and potential bias</li><li>● Draw logical inferences and conclusions</li><li>● Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"><li>● Recognize differences among multiple accounts</li><li>● Establish validity by comparing and contrasting multiple sources</li><li>● Frame appropriate questions for further investigation</li></ul>

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

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## Colonization (1607-1750)

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

Standard Number	Content Standard	Content Strand
8.01	Compare and contrast the British, Dutch, French, and Spanish colonies in North America, including their geographic location, economic focus, and treatment of American Indians.	C, E, G, H, P
8.02	Explain the religious and/or economic motivations for the founding of the Thirteen English Colonies.	C, E, H, P
8.03	Describe hardships experienced by the early colonists, including the first years of the Jamestown and Plymouth colonies.	C, E, G, H, P
8.04	Identify and locate on a map the physical and political features of the Thirteen English Colonies, including: <ul style="list-style-type: none"> <li>• Location of each colony</li> <li>• Three colonial regions (i.e., New England, Middle, and Southern)</li> <li>• Mississippi River</li> <li>• Appalachian Mountains</li> <li>• Ohio River</li> </ul>	G, H, P, T
8.05	Compare and contrast the religious groups in the Thirteen English Colonies, including the Puritans and the Quakers.	C, H
8.06	Compare types of government in the Thirteen English Colonies, including self-government, representative government, and theocracy.	C, H, P

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Standard Number	Content Standard	Content Strand
8.07	Explain the development of democratic ideologies that developed in the Thirteen English Colonies, including expansion of voting rights (e.g., Connecticut), freedom of religion, town meetings, and separation of church and state (e.g., Rhode Island).	C, H, P
8.08	Describe the three colonial regions, and explain the relationship between the geography and economy in the development of each area (e.g., resources and industries).	C, E, G, H, P
8.09	Describe the labor systems of the colonial period, including indentured servants, apprenticeships, and African enslavement.	C, E, H
8.10	Examine the origins and growth of African enslavement in the colonies, including the conditions of the Middle Passage, the impact of Bacon’s Rebellion, and the slave codes.	C, E, H, P
8.11	Explain the economic impact of the triangular trade.	C, E, G, H, P
8.12	Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.	C, H, G, P

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## The American Revolution (1700-1783)

**Overview:** Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.

Standard Number	Content Standard	Content Strand
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.	C, H, G, P, T
8.14	Identify the influence of the Cumberland Gap in the settling of Tennessee.	C, G, H, T
8.15	Analyze the influence of Benjamin Franklin as a revolutionary thinker, including the "Join or Die" cartoon, the Albany Plan of Union, and serving as an ambassador.	C, H, P
8.16	Analyze the events, ideas, and groups that led to the American Revolution, including: <ul style="list-style-type: none"> <li>• Mercantilism</li> <li>• Navigation Acts</li> <li>• The Sugar Act, 1764</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>• "taxation without representation"</li> <li>• Influence of colonial protests (e.g., boycotts)</li> </ul>	E, H, P
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.	H, P
8.18	Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> .	E, H, P

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Standard Number	Content Standard	Content Strand
8.19	Analyze and interpret the Declaration of Independence, and determine the historical and present-day significance of the document. (T.C.A. 49-6-1028)	H, P, TCA
8.20	Examine various perspectives of men and women during the American Revolution including, loyalists, patriots, neutral colonists, and persons of African descent.	C, E, G, H, P
8.21	Identify and explain the significance of the following during the American Revolution: <ul style="list-style-type: none"> <li>• Struggles of the Continental Army (e.g., Valley Forge)</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>	C, G, H, P, T

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## The New Nation (1775-1800)

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

Standard Number	Content Standard	Content Strand
8.22	Describe the significance of the Northwest Ordinance of 1787 and its impact on the process of gaining statehood, the spread of public education, and the banning of slavery in the territory.	C, G, H, P
8.23	Identify the Articles of Confederation as America’s first constitution, and explain its weaknesses as exemplified by: <ul style="list-style-type: none"> <li>• Government structure (e.g., one branch, no power to tax)</li> <li>• The Lost State of Franklin</li> <li>• Shays’ Rebellion</li> </ul>	E, H, P, T
8.24	Describe the influence of 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)	H, P, TCA
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>• Limited government</li> <li>• Popular sovereignty</li> <li>• Separation of powers</li> </ul>	C, H, P, TCA
8.26	Describe the origins of the presidential election process, including the electoral college. (T.C.A. § 49-6-1028)	H, P, TCA

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Standard Number	Content Standard	Content Strand
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)	H, P, TCA
8.28	Analyze the major events of George Washington's administration, including the precedents he set, the Whiskey Rebellion, and ideas presented in his farewell address.	C, E, H, P

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## Growth of a Young Nation (1800-1820)

**Overview:** Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson’s presidency, the War of 1812, and the role of the United States on the world stage.

Standard Number	Content Standard	Content Strand
8.29	Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties, and examine their viewpoints on issues such as foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.	E, G, H, P
8.30	Explain the significant domestic and international events that impacted the administration of John Adams, including trade conflicts with Great Britain and France.	E, G, H, P
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)	G, H, P, T, TCA
8.32	Analyze the effects of the election of 1800, including: <ul style="list-style-type: none"> <li>• Peaceful transition of power</li> <li>• Midnight judges</li> <li>• <i>Marbury v. Madison</i> (e.g., judicial review)</li> </ul>	H, P
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>	C, E, G, H, P
8.34	Evaluate the effectiveness of negotiations between the U.S. government and American Indians during the time period.	C, E, G, H, P, T

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Standard Number	Content Standard	Content Strand
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 United States and Great Britain</li> <li>• Roles of Andrew Jackson and Tecumseh</li> <li>• Impact on American Indians</li> <li>• Rise of nationalism in the United States</li> </ul>	C, E, G, H, P, T
8.36	Explain the purpose and provisions of the Monroe Doctrine.	E, G, H, P
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., impact on interstate commerce) and <i>McCulloch v. Maryland</i> (i.e., impact on the national bank).	E, G, H, P
8.38	Examine the importance of the elections of 1824 and 1828, including expansion of voting rights, the corrupt bargain, the spoils system, and Jacksonian Democracy.	C, H, P
8.39	Determine the historical significance of key events of Andrew Jackson's administration, including the battle with the Bank of the United States and the Nullification Crisis.	E, G, H, P
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.	E, G, H, P, T
8.41	Identify changes to voting rights under the Tennessee Constitution of 1834, including the expansion of voting rights to non-property owners and the removal of voting rights for free African-American men. (T.C.A. 49-6-1028)	C, H, P, T, TCA

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## Sectionalism and Reform (1790s-1850s)

**Overview:** Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

Standard Number	Content Standard	Content Strand
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>• The significance of the planter class and yeoman farmers</li> </ul>	C, E, G, H, P, T
8.43	Describe the daily life 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. (T.C.A. 49-6-1028)	C, E, H, P, T, TCA
8.44	Explain how enslaved persons resisted bondage in their daily lives, including passive and overt resistance and Nat Turner’s Rebellion.	C, H
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>• Mass production</li> <li>• Introduction of women in the work force</li> </ul>	C, E, H, P
8.46	Explain how technological developments affected the growth of the industrial economy and cities in the North, including working and living conditions.	C, E, G, H, P
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.	C, E, G, H, P

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
8.48	Analyze the development of roads, canals, railroads, and steamboats throughout the United States, including the Erie Canal.	E, G, H, P
8.49	Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.	C, H
8.50	Analyze the development of the Woman Suffrage Movement, including the Seneca Falls Convention, and the ideals of reform leaders such as Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott and Sojourner Truth.	C, H, P
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.	C, H, P, T

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

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

Standard Number	Content Standard	Content Strand
8.52	Analyze the concept of Manifest Destiny and its impact on the development of the nation, including economic incentives for westward expansion, impact on American Indians, and the territorial expansion of slavery.	C, E, G, H, P
8.53	Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.	C, E, G, H, P
8.54	Describe the motivations for American settlements in Mexican-ruled 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.	E, G, H, P, T
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>• Families on the Oregon Trail</li> <li>• Opportunities for women and African Americans</li> </ul>	C, E, G, H, P
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>	E, G, H, P

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Standard Number	Content Standard	Content Strand
8.57	Analyze the discovery of gold in California, its social and economic impact on the United States, and the major migratory movements including the forty-niners and Asian immigrants.	C, E, G, H, P
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>	C, G, H, P
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>	C, G, H, P, T
8.60	Analyze the impact of the Supreme Court’s 1857 <i>Dred Scott v. Sanford</i> decision on the debate over slavery in the United States.	C, G, H, P
8.61	Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.	C, H, P

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## The Civil War (1860-1865)

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

Standard Number	Content Standard	Content Strand
8.62	Describe how sectional division of the United States led to Abraham Lincoln's victory in the election of 1860.	C, G, H, P, T
8.63	Describe the significance of the Battle of Fort Sumter and Tennessee's struggle over the decision to secede.	C, E, H, P, T
8.64	Compare and contrast the Union and Confederacy at the outbreak of the Civil War, including: <ul style="list-style-type: none"> <li>• Military and political leadership</li> <li>• Military strategies</li> <li>• Infrastructure</li> <li>• Agricultural and industrial strengths</li> <li>• Population</li> </ul>	C, E, H, P, E, T
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>	C, E, G, H, P, T
8.66	Analyze the significance and motivations of the Emancipation Proclamation and the Gettysburg Address and their relationship to the Battle of Antietam and the Battle of Gettysburg, respectively.	C, H, P
8.67	Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner. (T.C.A. § 49-6-1006)	C, H, P, TCA

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Standard Number	Content Standard	Content Strand
8.68	Examine the technological and medical advancements during the Civil War, and their impact on the role of women and the daily life of the common soldier.	C, H, P
8.69	Examine the conclusions of the Civil War, including the passing of the 13th amendment, the Confederate surrender at Appomattox Courthouse, and impact of the assassination of President Lincoln.	C, G, H, P, T

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## Reconstruction (1865-1877)

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

Standard Number	Content Standard	Content Strand
8.70	Explain the structure of Reconstruction under the Radical Republicans, including: <ul style="list-style-type: none"> <li>• 14th and 15th amendments</li> <li>• Five military zones</li> <li>• Readmittance of Tennessee into the Union</li> <li>• Southern reaction to northern presence</li> </ul>	C, E, G, H, P, T
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)	H, P, T, TCA
8.72	Examine the conflict between President Andrew Johnson and the Radical Republicans over Reconstruction, and determine the significance of Johnson’s impeachment.	H, P, T
8.73	Explain the opportunities for and restrictions placed on freedmen, including: <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>	C, G, H, P, T
8.74	Explain the outcome of the Election of 1876, including the Compromise of 1877 and its role in ending Radical Reconstruction.	C, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Grades 9-12

### AAH | AFRICAN AMERICAN HISTORY

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

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## African History and the Origins of the African Slave Trade (pre-1619)

**Overview:** Students will analyze the economic, political, and social development of slavery in the United States.

Standard Number	Content Standard	Content Strand
AAH.01	Explore the legacy of rich African kingdoms such as Ghana, Mali, and Songhai.	C, E, G, H, P
AAH.02	Explain the diverse political, economic, and social structures of pre-colonialized African communities.	C, E, G, H, P
AAH.03	Analyze the economic, political, and social reasons for focusing the Trans-Atlantic Slave Trade on the African continent, including the role of Africans, Europeans, and their New World colonies.	C, E, G, H
AAH.04	Analyze the role and impact of the slave trade on West Africa and the Thirteen English colonies.	C, E, G, H
AAH.05	Define the African Diaspora.	C, H, P
AAH.06	Explore the conditions of the Middle Passage and how it is considered one of the largest forced migrations and examples of enslavement in human history.	C, E, G, H

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## African American Life Prior to the Civil War (1619-1860)

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

Standard Number	Content Standard	Content Strand
AAH.07	Describe the experiences of free and enslaved Africans living in the Thirteen English colonies and the early United States, including their contributions to the American Revolution.	C, E, G, H, P
AAH.08	Analyze the faults in the economic, social, religious, and legal motivations for the establishment and continuation of slavery.	C, E, H, P
AAH.09	Identify the various ways Africans in the United States resisted enslavement (e.g., cultural, religious, and economic methods).	C, E, H
AAH.10	Examine the constitutional references to slavery, and analyze the impact the debate about slavery had in the development of nationalism and sectionalism, including the Fugitive Slave Laws.	C, E, G, H, P
AAH.11	Assess the development of the abolitionist movement and its impact on enslavement and the nation, including the efforts of: <ul style="list-style-type: none"> <li>• The American Colonial Society</li> <li>• Frederick Douglass</li> <li>• William Lloyd Garrison</li> <li>• Sojourner Truth</li> <li>• Harriet Tubman</li> </ul>	C, H, P
AAH.12	Compare and contrast the experiences of African Americans in free states versus slave states in the pre-Civil War era.	C, E, G, H, P
AAH.13	Analyze the impact of the Supreme Court's 1857 <i>Dred Scott v. Sanford</i> decision and its impact on restricting rights on freed African Americans in the United States.	C, E, G, H, P
AAH.14	Explain the impact of the Underground Railroad.	C, G, H

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Standard Number	Content Standard	Content Strand
AAH.15	Describe and analyze various experiences of enslaved persons and the disruption of the family system in the pre-Civil War era.	C, E, G, H, P
AAH.16	Describe the development of African American institutions, such as religion, education, and benevolent organizations, during the pre-Civil War era.	C, H
AAH.17	Identify and explain contributions to science and the arts from African Americans during the pre-Civil War era.	C, E, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## African Americans during the Civil War and Reconstruction (1861-1890s)

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

Standard Number	Content Standard	Content Strand
AAH.18	Describe President Abraham Lincoln's changing views on enslavement.	H, P
AAH.19	Describe the motivations for the Emancipation Proclamation and the lasting impacts of emancipation (i.e., Juneteenth).	C, E, G, H, P
AAH.20	Identify and explain the roles of African American soldiers, spies, and enslaved persons on the war effort in both the North and the South, including the 54th Massachusetts Regiment and the 13th U.S. Colored Troops.	C, G, H, T
AAH.21	Define the 13th, 14th, and 15th Amendments and the motivations for their creation.	C, G, H, P
AAH.22	Evaluate the effects of the Reconstruction Amendments, including southern resistance (e.g., black codes, disenfranchisement, the creation of the Ku Klux Klan).	C, E, G, H, P, T
AAH.23	Analyze the successes and failures of Reconstruction as they relate to African Americans.	C, G, H, P

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

**Overview:** Students will analyze the rise of Jim Crow laws, achievements of African Americans, the role African Americans played in military endeavors, and the life experiences of African Americans in the late 19th and early 20th centuries.

Standard Number	Content Standard	Content Strand
AAH.24	Explain the economic and social impact of Jim Crow laws on African Americans.	C, E, G, H, P
AAH.25	Analyze the ramifications of segregation laws and court decisions (e.g., <i>Plessy v. Ferguson</i> ) on American society.	C, E, P
AAH.26	Compare and contrast organized responses to Jim Crow laws, including: <ul style="list-style-type: none"> <li>• Anti-lynching crusade</li> <li>• Atlanta Compromise</li> <li>• Brotherhood of Sleeping Car Porters</li> <li>• Farmers' Alliance</li> <li>• NAACP</li> <li>• Niagara Movement</li> <li>• Urban League</li> </ul>	C, H, P, T
AAH.27	Identify influential African Americans of the time period, and analyze their impact on American and Tennessee society, including: <ul style="list-style-type: none"> <li>• Booker T. Washington</li> <li>• Ida B. Wells-Barnett</li> <li>• James Napier</li> <li>• Randolph Miller</li> <li>• Robert R. Church</li> <li>• Samuel McElwee</li> <li>• W.E.B. DuBois</li> </ul>	C, H, P, T
AAH.28	Describe the progress of African American institutions (e.g., religion, education, and benevolent organizations) during the post-Civil War era.	C, E, H
AAH.29	Describe the economic, cultural, political, and social impact of African American migration within and from the South (e.g., Exodusters, Benjamin "Pap" Singleton, First Great Migration).	C, E, G, H, T
AAH.30	Identify the achievements of African American inventors and entrepreneurs of the post-Civil War era including: <ul style="list-style-type: none"> <li>• Garrett Morgan</li> <li>• George Washington Carver</li> <li>• Lewis Latimer</li> <li>• Madam C.J. Walker</li> <li>• Robert R. Church</li> </ul>	C, E, H, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Standard Number	Content Standard	Content Strand
AAH.31	Describe the impact of African American regiments on the western campaigns, the Spanish-American War, and World War I (e.g., buffalo soldiers, Harlem Hellfighters).	C, G, H, P
AAH.32	Describe the African American experience during and after World War I, including: <ul style="list-style-type: none"> <li>• Black Wall Street</li> <li>• Economic opportunities</li> <li>• Resurgence of the Ku Klux Klan</li> <li>• Rosewood Massacre</li> <li>• Second Great Migration</li> <li>• Tulsa Massacre</li> </ul>	C, E, G, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## African Americans and the Harlem Renaissance (1920s-1930s)

**Overview:** Students will analyze the cultural contributions made by African Americans during the Harlem Renaissance.

Standard Number	Content Standard	Content Strand
AAH.33	Identify literary contributions made by African Americans during the Harlem Renaissance (e.g., Countee Cullen, Langston Hughes, Zora Neale Hurston).	C, H
AAH.34	Describe the contributions of African Americans to the performing arts during the Harlem Renaissance, including: <ul style="list-style-type: none"> <li>• DeFord Bailey</li> <li>• Duke Ellington</li> <li>• Fisk Jubilee Singers</li> <li>• W.C. Handy</li> <li>• James Weldon Johnson</li> <li>• John Work III</li> <li>• Billie Holliday</li> <li>• Bessie Smith</li> </ul>	C, H, T
AAH.35	Describe the contributions of African Americans to the visual arts during the Harlem Renaissance, including the work of William Edmondson.	C, H, T
AAH.36	Analyze the influence of the Harlem Renaissance on American culture and subsequent assimilation and appropriation.	C, H

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

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

Standard Number	Content Standard	Content Strand
AAH.37	Analyze the impact of the Great Depression and New Deal on the lives of African Americans, including: <ul style="list-style-type: none"> <li>• Higher unemployment rate</li> <li>• Housing discrimination</li> <li>• Lack of access to New Deal benefits</li> <li>• Redlining</li> </ul>	C, E, H, P
AAH.38	Describe highlights of African American culture of the 1930s and 1940s (e.g., Satchel Page and Negro league baseball, Cab Calloway, Hattie McDaniel, Jessie Owens, and Mississippi Delta blues musicians).	C, H, T
AAH.39	Identify the contributions of African Americans who served in the military, and compare their experiences to other Americans who served in World War II.	C, E, H, P
AAH.40	Describe the experience of African Americans at home during and after World War II, such as unequal access to the G.I. Bill of Rights and VA Loans.	C, E, H, P
AAH.41	Explain how World War II laid the groundwork for the modern Civil Rights Movement , including <ul style="list-style-type: none"> <li>• Congress of Racial Equity (CORE)</li> <li>• Columbia Race Riots</li> <li>• President Franklin D. Roosevelt’s Executive Order 8802</li> <li>• President Harry S. Truman’s integration of the military</li> </ul>	C, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## The Modern Civil Rights Movement (1950s-1960s)

**Overview:** Students will analyze the successes and failures of the Civil Rights Movement in the United States.

Standard Number	Content Standard	Content Strand
AAH.42	Describe the impact of <i>Brown v. Board of Education of Topeka, Kansas</i> , and evaluate resistance to the decision and the reactions that followed (e.g., Scarborough 85, Clinton 12, Little Rock 9).	C, H, P, T
AAH.43	Analyze the impact of the death of Emmett Till as a catalyst in the Civil Rights Movement.	C, H, P
AAH.44	Summarize the Civil Rights Movement in Tennessee, including the Nashville sit-ins, Tent Cities of Haywood and Fayette counties, and the activities of Diane Nash, Jim Lawson, and John Lewis.	C, E, H, P, T
AAH.45	Identify various organizations and their roles in the Civil Rights Movement (e.g., Black Panthers, SCLC, Nation of Islam, Highlander Folk School, SNCC).	C, H, P, T
AAH.46	Identify key events of the Civil Rights Movement, including: <ul style="list-style-type: none"> <li>• Church bombings</li> <li>• Freedom Riders</li> <li>• Freedom Summer</li> <li>• March on Washington</li> <li>• Montgomery Bus Boycott</li> <li>• Selma</li> </ul>	C, G, H, P
AAH.47	Identify legal victories of the Civil Rights Movement (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, 24th Amendment, <i>Brown v. Board of Education of Topeka, Kansas</i> ).	H, P
AAH.48	Discuss the impact of the Vietnam War on the Civil Rights Movement, including responses to the draft, disproportionate representation of minority groups, and Dr. Martin Luther King, Jr.'s response to the war.	C, E, H, P
AAH.49	Compare and contrast the various strategies of the Black Liberation Movement (e.g., Black Panther Party, Angela Davis, Fred Hampton).	C, H, P, T
AAH.50	Describe the cultural contributions of African Americans and companies throughout the Civil Rights Movement, including: <ul style="list-style-type: none"> <li>• Muhammed Ali</li> <li>• James Brown</li> <li>• Dorothy Dandridge</li> <li>• Sidney Portier</li> <li>• Jackie Robinson</li> <li>• STAX records</li> </ul>	C, E, G, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## African American Issues in Contemporary Times (1970s-present)

**Overview:** Students will analyze the issues confronting African Americans during the contemporary era in the continued struggle for equality.

Standard Number	Content Standard	Content Strand
AAH.51	Identify and analyze changes in voting rights, such as the <i>Shelby County v. Holder</i> decision and voter identification laws.	C, H, P
AAH.52	Identify and evaluate major contemporary economic, social, and political reforms, and the impact they have on African American lives.	C, E, P
AAH.53	Analyze major contemporary issues affecting African Americans, including: <ul style="list-style-type: none"> <li>• Access to health care</li> <li>• Affirmative Action</li> <li>• AIDS</li> <li>• Educational achievement gap</li> <li>• Mass incarceration</li> <li>• Poverty</li> <li>• “War on drugs”</li> <li>• Wealth gap</li> </ul>	C, E, G, H, P, T
AAH.54	Analyze the impact of migration on the lives of African Americans in the contemporary United States, including the return to the South.	C, G, H, T
AAH.55	Identify and evaluate the diffusion and appropriation of African American culture within American popular culture.	C, H, G
AAH.56	Identify the major contributions of contemporary African Americans in America.	C, E, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## AH | ANCIENT HISTORY

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: <ul style="list-style-type: none"> <li>• Demonstrate and defend an understanding of ideas</li> <li>• Compare and contrast viewpoints</li> <li>• Illustrate cause and effect</li> <li>• Predict likely outcomes</li> <li>• Devise new outcomes or solutions</li> <li>• Engage in appropriate civic discourse</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>• Recognizing how and why historical accounts change over time</li> <li>• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present- mindedness</li> <li>• Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>• Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>• Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity</li> <li>• Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales</li> <li>• Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena</li> <li>• Examining how geographers use regions and how perceptions of regions are fluid across time and space</li> <li>• Analyzing interaction between humans and the physical environment</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Human Origins and Early Civilizations: Prehistory to 1000 BC

**Overview:** Students will examine the emergence of early civilizations and the social, geographic, and cultural aspects of ancient civilizations.

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Early Civilizations and the Rise of Religious Traditions: 1000 BC-500 AD

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

Standard Number	Content Standard	Content Strand
AH.09	Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions.	C, G, H, P
AH.10	Describe the origins and central features of Zoroastrianism: <ul style="list-style-type: none"> <li>• Key Person(s): Zoroaster</li> <li>• Sacred Texts: the Avesta</li> <li>• Basic Beliefs: monotheism, dualism, and humanity</li> </ul>	C, G, H, P
AH.11	Describe the characteristics of early civilizations in Persia, including the impact of Zoroastrianism.	C, E, G, H, P
AH.12	Describe the characteristics of early American civilizations, with emphasis on the Olmecs and Nazcas, in terms of geography, society, economy, and religion.	C, H, P
AH.13	Describe the origins and central features of Shintoism: <ul style="list-style-type: none"> <li>• Key Person(s): No singular founder</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</li> </ul>	C, H, P
AH.14	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>	C, H, P
AH.15	Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.	C, E, G, H, P

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
AH.16	Describe the characteristics of early civilizations in China, with emphasis on the development of an empire, the construction of the Great Wall, and the Han Dynasty.	C, E, G, H, P
AH.17	Compare and contrast the impact of eastern religions (e.g., Confucianism, Taoism) on cultural traditions and social relationships.	C, G, H
AH.18	Describe the characteristics of early civilizations in India, with emphasis on the Aryan migrations and the caste system.	C, E, G, H, P
AH.19	Describe the geographic, social, economic, and religious characteristics of the ancient African civilization of Axum, including its replacing Kush.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## The Classical Civilizations of Greece and Rome: 1000-500 BC

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

Standard Number	Content Standard	Content Strand
AH.20	Analyze the role geography played in the rise of Greek city-states, including their political and economic interactions.	C, E, G, H, P
AH.21	Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs.	C, H
AH.22	Compare and contrast the city-states of Athens and Sparta, explaining social structures, the significance of citizenship, and rise of early democracy.	C, E, G, H, P
AH.23	Evaluate the significance of the Persian and Peloponnesian Wars.	C, E, G, H, P
AH.24	Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.	C, G, H, P
AH.25	Identify the significant developments and contributions of Greece to the following: <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Art/Drama</li> <li>• History</li> <li>• Language</li> <li>• Law</li> <li>• Literature/Poetry</li> <li>• Medicine</li> <li>• Philosophy</li> <li>• Religious Institutions</li> <li>• Science</li> <li>• Technology</li> </ul>	C, E, H, P
AH.26	Analyze the role and influence of geography on Roman economic, social, and political development.	C, E, G, H, P
AH.27	Explain the social and political structures of the Roman Republic, including enslavement, the significance of citizenship, and the development of democratic features in government.	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Standard Number	Content Standard	Content Strand
AH.28	Explain the spread of Roman culture and the rise of Roman military, and the impact of conquests on political affairs, the economy, and social structures, including the Pax Romana.	C, E, G, H, P
AH.29	Assess the roles of Julius and Augustus Caesar in the collapse of the Roman Republic and the rise of imperial monarchs.	C, H, P
AH.30	Describe the origins, central features, and diffusion of Christianity: <ul style="list-style-type: none"> <li>• Key Person(s): Jesus, Paul</li> <li>• Sacred Texts: The Bible</li> <li>• Basic Beliefs: Triune monotheism, sin and forgiveness, eternal life, Jesus as the Messiah</li> </ul>	C, G, H, P
AH.31	Explain the development and significance of the Christian Church in the late Roman Empire.	C, H, P
AH.32	Identify the significant developments and contributions of Rome to the following: <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Art/Drama</li> <li>• History</li> <li>• Language</li> <li>• Law</li> <li>• Literature/Poetry</li> <li>• Medicine</li> <li>• Philosophy</li> <li>• Religious Institutions</li> <li>• Science</li> <li>• Technology</li> </ul>	C, E, H, P
AH.33	Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Post-Classical Civilizations: 300-1000 AD

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

Standard Number	Content Standard	Content Strand
AH.34	Explain the reasons for establishing Constantinople as the capital of the Roman Empire (i.e., the Byzantine Empire) in the East.	G, H, P
AH.35	Describe the contributions of Justinian (e.g., the codification of Roman law) and the economic and political expansion of the Byzantine Empire.	C, E, H, P
AH.36	Compare and contrast Byzantine art and architecture with previous Greek and Roman traditions.	C, G, H
AH.37	Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.	C, G, H, P
AH.38	Analyze the Golden Age of India under the Gupta Empire.	C, E, G, H, P
AH.39	Describe the origins, central features, and diffusion 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>	C, G, H, P
AH.40	Analyze the role geography played in the economic, social, and political development of Islamic civilizations.	C, E, G, H, P
AH.41	Identify historical turning points that affected the diffusion and influence of Islam, with emphasis on the Sunni-Shi'a division and Battle of Tours.	C, G, H, P
AH.42	Describe cultural and scientific contributions and achievements of Islamic civilizations.	C, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
AH.43	Explain how the diffusion of Christianity throughout Europe influenced its development after the decline of the Roman Empire.	C, E, G, H, P
AH.44	Explain the structure of feudal society and its economic, social, and political effects.	C, E, H, P
AH.45	Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.	C, E, G, H, P
AH.46	Examine the invasions, settlements, and patterns of interaction of migratory groups, including Angles, Saxons, Magyars, and Vikings.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Regional Interactions: 1000-1500 AD

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

Standard Number	Content Standard	Content Strand
AH.47	Describe the characteristics of civilizations in the Americas, with emphasis on the Incans, in terms of geography, society, economy, and religion.	C, E, G, H, P
AH.48	Describe the characteristics of civilizations in the Americas, with emphasis on the Maya, in terms of geography, society, economy, and religion.	C, E, G, H, P
AH.49	Describe the characteristics of the continuation of civilizations in Africa, with emphasis on Axum, Ghana, and Mali, in terms of geography, society, economy/trade, and religion.	C, E, G, H, P
AH.50	Describe the development of monarchies (e.g., England, France, Russia, and Spain) as foundations for the later emergence of nation-states.	C, E, G, H, P
AH.51	Analyze the causes, experiences, and consequences of the Crusades during the medieval period.	C, E, G, H, P
AH.52	Explain later conflicts in the Eurasian region, with emphasis on the Mongol conquests, the Hundred Years War, and the fall of Constantinople.	C, E, G, H, P
AH.53	Identify patterns of crisis and recovery related to the Black Death (i.e., Bubonic Plague).	C, E, G, H
AH.54	Describe social, political, and religious developments in the later medieval period (e.g., Magna Carta, decline of feudalism, and church-state conflicts).	C, G, H, P
AH.55	Describe how preservation and integration of Greek, Roman, Chinese, and Arabic knowledge influenced developments in Western Europe (e.g., philosophy, medicine, and technology).	C, G, H
AH.56	Explain the rise of Italian city-states and their political development, including Niccolo Machiavelli's theory of governing as described in <i>The Prince</i> .	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
AH.57	Examine how economic growth in the Italian city-states enabled patronage for the arts.	C, E, H
AH.58	Describe how Renaissance art, literature, and philosophy (e.g., Petrarch) differed from those in the medieval period.	C, H
AH.59	Compare and contrast the Italian and the Northern Renaissances, citing the contributions of writers and artists.	C, G, H
AH.60	Describe how economic and technological advances led to networks of trade and cultural interactions between major European civilizations.	C, E, G, H, P

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

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: <ul style="list-style-type: none"> <li>• Demonstrate and defend an understanding of ideas</li> <li>• Compare and contrast viewpoints</li> <li>• Illustrate cause and effect</li> <li>• Predict likely outcomes</li> <li>• Devise new outcomes or solutions</li> <li>• Engage in appropriate civic discourse</li> </ul>
SSP.05	Develop historical awareness by: <ul style="list-style-type: none"> <li>• Recognizing how and why historical accounts change over time</li> <li>• Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present- mindedness</li> <li>• Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>• Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none"> <li>• Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity</li> <li>• Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales</li> <li>• Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena</li> <li>• Examining how geographers use regions and how perceptions of regions are fluid across time and space</li> <li>• Analyzing interaction between humans and the physical environment</li> </ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Source Analysis Skills

**Overview:** Students will analyze a variety of news sources to demonstrate an understanding of the responsibility of informed citizenship in the age of digital media.

Standard Number	Content Standard	Content Strand
CI.01	Understand the importance of being well-informed and engaged, including identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	C, E, G, H, P
CI.02	Identify markers of verification, transparency, accountability, and independence in a news story.	C, E, G, H, P
CI.03	Use a variety of methods to verify both written and visual information.	C, E, G, H, P
CI.04	Distinguish between opinion and news, and examine for effective arguments and logical and/or illogical reasoning.	C, E, G, H, P
CI.05	Evaluate the reliability of an anonymous source.	C, E, G, H, P
CI.06	Compare and contrast varying viewpoints, perspectives, and sources on contemporary issues.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Geography and Environment

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

Standard Number	Content Standard	Content Strand
CI.07	Describe key geographic concepts, such as scale, pattern, sustainability, diffusion, and connectivity.	G
CI.08	Describe how changing physical and human characteristics of a place can influence culture, economics, and politics at the local, national, and global level.	C, E, G, H, P
CI.09	Examine key features of major world regions, and explain how current issues link or divide those regions.	C, G
CI.10	Analyze how countries are interconnected in the modern world (e.g., improved transportation, communication technology, migration, trade, commodity chains, and multinational organizations).	C, G
CI.11	Discuss the immediate and lasting impact of human-environment interactions on places and peoples	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Historical Impacts

**Overview:** Students will explore how historical events continue to have an impact on the contemporary world.

Standard Number	Content Standard	Content Strand
CI.12	Distinguish between historical facts and historical interpretation.	H, P
CI.13	Describe the relationships between past and current conflicts, including wars, domestic and global acts of terrorism, and other acts of violence.	C, G, H, P
CI.14	Describe the relationship between historical events and the contemporary world, and analyze the lasting impacts of these events.	C, G, H, P

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

**Overview:** Students will analyze and explain how the U.S. government interacts with its citizens and the global community.

Standard Number	Content Standard	Content Strand
Cl.15	Examine the events that unify or challenge state sovereignty and stability (e.g., terrorism, independence movements, internal political/cultural conflict).	C, G, H, P
Cl.16	Describe the patterns of stability and change within political governance (e.g., elections, nullification, political representation, societal movements).	C, H, P
Cl.17	Discuss the evolving role of the United States in international affairs and the impact of current events on American policy.	C, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Culture and Innovation

**Overview:** Students will explore the similarities and differences among people, including their beliefs, values, and traditions.

Standard Number	Content Standard	Content Strand
CI.18	Define culture and compare the concepts of popular culture and local culture.	C
CI.19	Examine the diffusion and impact of popular culture on local culture, as well as efforts to preserve local culture.	C
CI.20	Analyze how the diffusion of culture, language, and religion play a role in contemporary issues.	C
CI.21	Describe the effects of scientific, technological, and medical innovations in society.	C, G, H, P
CI.22	Analyze the changing role of media and technology on the spread of information and the effects of global culture.	C

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

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>



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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Scarcity and Economic Reasoning

**Overview:** Students will explore how limited resources restrict the goods and services that people may want and how consumers must choose some things and give up others. Students will consider systems and means created to meet and manage the issues of scarcity.

Standard Number	Content Standard	Content Strand
E.01	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	E
E.02	Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.	E, G
E.03	Explain reasons for voluntary exchange, including positive and negative incentives.	E
E.04	Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.	E
E.05	Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?	C, E, P
E.06	Use a production possibilities curve to explain economic concepts, such as choice, productivity, trade-offs, growth, scarcity, unemployment, and opportunity cost.	E
E.07	Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx.	C, E, H, P
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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Supply and Demand

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

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Market Structures

**Overview:** Students will understand the organization and role of business firms and analyze the various types of market structures in a market economy.

Standard Number	Content Standard	Content Strand
E.14	Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	E
E.15	Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.	E
E.16	Define stock, and describe the connections between capital, stock markets, banks, and the economy.	E, P
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
E.18	Summarize the role and historical impact of economic institutions (e.g., labor unions, multinationals, and nonprofit organizations) within market economies.	E, H
E.19	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	E
E.20	Explain how competition impacts pricing and production in market structures.	E
E.21	Identify laws and regulations adopted in the United States to promote competition among firms.	E, H, P
E.22	Explain ways that firms engage in price and non-price competition.	E
E.23	Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.	E, P
E.24	Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.	E
E.25	Describe potential factors that influence the earnings of workers.	E

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## The Role of Government

**Overview:** Students will analyze perspectives on the roles of government in a market economy and explore means of financing and influencing the economy.

Standard Number	Content Standard	Content Strand
E.26	Describe methods of revenue (e.g., taxes, bonds, printing) for governments, and explain ways that they allocate funds.	E, P
E.27	Analyze reasons that government deficits, debts, and surpluses are accrued, and examine the differences between government budgets with personal budgets.	E, H, P
E.28	Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them.	E, P, T
E.29	Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education).	E, H, P
E.30	Explore potential national debt management strategies, considering their feasibility and implications.	C, E, H, P, T
E.31	Describe the purpose, role, and function of the Federal Reserve.	E, H, P
E.32	Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy.	E, P
E.33	Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making.	E, P
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, H, P
E.35	Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights).	E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## National Economic Performance

**Overview:** Students will understand how various models and instruments describe economic performance.

Standard Number	Content Standard	Content Strand
E.36	Define gross domestic product (GDP), economic growth, unemployment, and inflation, and explain how they are calculated.	E, P
E.37	Define externalities, and identify examples of them.	E
E.38	Identify the different causes of inflation, and analyze its impacts.	C, E, P
E.39	Explain the role of banks and other financial institutions in the U.S. economy.	E, P
E.40	Differentiate between different types of unemployment (e.g., structural, frictional, seasonal, underemployment, and cyclical).	E, G, P
E.41	Describe the impact of investment and consumer debt as it relates to the national economy.	E, P

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

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

Standard Number	Content Standard	Content Strand
E.42	Explain the benefits of trade among individuals, regions, and countries.	E, G, P
E.43	Define and distinguish between absolute and comparative advantage, and explain how most trade occurs because of a comparative advantage.	E, G
E.44	Describe causes and consequences of trade barriers (e.g., quotas, tariffs, and subsidies) on consumers and producers.	E, G, P
E.45	Define trade deficit and trade surplus, and identify reasons why both exist.	E, P
E.46	Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.	E, G, P
E.47	Evaluate the arguments for and against free trade.	E, G, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## P | PSYCHOLOGY

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



## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Scientific Inquiry Domain

### Research Methods, Measurement, and Statistics

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

Standard Number	Content Standard
P.01	Describe the scientific method and its role in psychology.
P.02	Describe and compare a variety of quantitative and qualitative research methods, including: <ul style="list-style-type: none"><li>• Correlations</li><li>• Interviews</li><li>• Experiments</li><li>• Narratives</li><li>• Focus groups</li><li>• Surveys</li></ul>
P.03	Explain systematic procedures used to improve the validity of research findings, including external validity.
P.04	Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research.
P.05	Identify ethical standards psychologists must follow regarding research with human participants.
P.06	Explain descriptive statistics and qualitative data and how they are used by psychological scientists.
P.07	Define correlation coefficients, and explain their appropriate interpretation.
P.08	Interpret graphical representations of data, as used in both quantitative and qualitative methods.
P.09	Explain statistical concepts, such as statistical significance, confidence intervals, limitations, and effect size.
P.10	Explain how validity and reliability of observation and measurements relate to data analysis and interpretation.

## Biopsychology Domain

### Biological Bases of Behavior

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

Standard Number	Content Standard
P.11	Identify and describe the major structures of the brain.
P.12	Identify and describe the methodology, including the tools, used to study the brain.
P.13	Identify and discuss the functions of the central nervous system.
P.14	Discuss issues related to scientific advances in neuroscience and genetics.
P.15	Identify and describe the structure and function of the endocrine system and its impact on human behavior, including hormonal effects on the immune system.
P.16	Describe the interactive effects of heredity and environment.
P.17	Describe and discuss the role of genetics in human behavior.

## Sensation & Perception

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

Standard Number	Content Standard
P.18	Describe and discuss the interaction between the processes of sensation and perception.
P.19	Describe the auditory sensory and visual sensory systems.
P.20	Describe other sensory systems (including olfaction and gustation), and identify skin senses, kinesthesia, and vestibular sense.
P.21	Explain Gestalt's principles of perception.
P.22	Explain how experiences and expectations influence perception.

## Consciousness

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

Standard Number	Content Standard
P.23	Distinguish between conscious and unconscious processes, and describe their relationship.
P.24	Identify the contributions of significant researchers in the study of consciousness (e.g., Sigmund Freud).
P.25	Describe the circadian rhythm, its relation to sleep, and how it changes throughout the human life.
P.26	Explain the functions of sleep and dreams.
P.27	Identify types of sleep disorders and methods of treatment.
P.28	Explain how culture and expectations influence the use of drugs, including psychoactive drugs and their effects.
P.29	Describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each.

## Lifespan Development

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

Standard Number	Content Standard
P.30	Explain the interaction between environmental and biological factors in lifespan development, including the role of the brain in all aspects of development.
P.31	Distinguish methods used to study lifespan development.
P.32	Identify cognitive, moral, and social development theories.
P.33	Describe physical development from conception through birth, and identify influences on prenatal development.
P.34	Describe the physical, motor, and perceptual development of infants.
P.35	Describe the physical, motor, and cognitive development of children.
P.36	Describe the physical, motor, cognitive, and moral changes that occur during adolescence.
P.37	Describe the major physical, cognitive, and social changes that accompany adulthood and aging.
P.38	Explain how nature and nurture influence human growth and development.
P.39	Examine issues related to the end of life.

## Social Interactions

**Overview:** Students will explore social cognition, social influence, and social relations.

Standard Number	Content Standard
P.40	Describe the relationship between attitudes (i.e., implicit and explicit) and behavior, including attributes associated with different types of behavior.
P.41	Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms.
P.42	Examine the nature and effects of stereotyping, prejudice, and discrimination.
P.43	Identify influences on aggression and conflict.
P.44	Examine factors that influence attraction and relationships.



## Sociocultural Diversity

**Overview:** Students will examine social and cultural diversity and diversity among individuals.

Standard Number	Content Standard
P.45	Define culture and diversity.
P.46	Examine cultural change, including variations within and across nations, and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status, and societal norms.
P.47	Interpret psychological research to examine differences in individual cognitive and physical abilities.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Learning, Memory, and Intelligence

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

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

# Psychological Disorders

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

Standard Number	Content Standard
P.58	Describe major models of abnormality (i.e., biological, socio-cultural, psychodynamic, cognitive, and behavioral).
P.59	Describe historical and cross-cultural views of abnormality.
P.60	Analyze the impact of psychological disorders (e.g., addiction) on the individual, family, and society.
P.61	Describe the availability of treatment for psychological disorders and the impact of treatment options on society.

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## S | SOCIOLOGY

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## The Sociological Point of View

**Overview:** Students will be introduced to the study of sociology and the sociological perspective, including major theoretical perspectives and methods of sociological research.

Standard Number	Content Standard	Content Strand
S.01	Define sociology as a field of study, and explain why it is a science.	C, H
S.02	Compare and contrast sociology with other social sciences.	C
S.03	Explain the origins of sociology and significant contributions of its founders.	C
S.04	Distinguish between quantitative and qualitative methods of research, and determine the parts of research.	C
S.05	Evaluate the strengths and weaknesses of major methods of sociological research (i.e., surveys and interviews, experiments, observations, content analysis).	C
S.06	Differentiate among various sociological perspectives or theories on social life (i.e., functionalist perspective, conflict theory, symbolic interaction).	C
S.07	Examine ethical practices in sociological research as recommended by the American Sociological Association.	C

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## The Role of Culture in Society

**Overview:** Students will analyze the nature of culture and the role it plays for the individual and society.

Standard Number	Content Standard	Content Strand
S.08	Define culture, and explain its various elements.	C, E, G, H
S.09	Define and give examples of cultural norms (e.g., folkways, mores, taboos, laws).	C, P
S.10	Identify and describe the prominent elements of American culture.	C, E, G, H, P
S.11	Compare and contrast various elements of cultures of the world.	C, E, G, H, P
S.12	Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock).	C, G
S.13	Describe how the social structure of a culture affects social interaction.	C
S.14	Explain the various sociological perspectives on culture.	C, G, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## Groups, Deviance, and Social Control

**Overview:** Students will examine groups and individuals within society and understand that society influences groups and individuals and groups and individuals influence society in a reciprocal fashion.

Standard Number	Content Standard	Content Strand
S.15	Analyze the different aspects of social interaction in groups and organizations (e.g., cooperation, conflict, conformity, coercion).	C, H, P
S.16	Classify types of social groups that exist in society (i.e., reference groups, primary groups, secondary groups, in-groups, out-groups).	C, E, H, P
S.17	Describe types of group leadership, their dynamics, and their impact on group behavior.	C, P
S.18	Differentiate between status and role.	C, E, H
S.19	Explain how group size influences social interaction within and between groups/organizations.	C, P
S.20	Explain the significance and implications of the Solomon Asch experiment on peer pressure.	C, H
S.21	Define deviance, and explain how sociologists approach the study of deviant behavior (i.e., control theory, anomie theory, differential association theory, labeling theory).	C, H
S.22	Explain deviance from the point of view of the major sociological perspectives.	C, H
S.23	Explain the different approaches to controlling deviant behavior (e.g., deterrence, retribution, incarceration, rehabilitation).	C, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Self and Socialization

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

Standard Number	Content Standard	Content Strand
S.24	Explain how nature and nurture influence human growth and development.	C, E, G, H, P
S.25	Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion).	C, E, G
S.26	Explain how socialization is a lifelong process and distinguish the different stages of life and the responsibilities of each stage (e.g., childhood, adolescence, transitional adulthood, middle years, and later years).	C, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Functions and Structures of Social Institutions

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

Standard Number	Content Standard	Content Strand
S.27	Describe the functions of social institutions (e.g., family, education, religion, economic, and political).	C, E, P
S.28	Explain the different ways that family systems are organized and classified across different cultures.	C, E, G, P
S.29	Describe marriage and family from the point of view of the sociological perspectives.	C, E, G
S.30	Identify and explain the general patterns and trends in changing characteristics of marriage and family life in the United States.	C, G, P
S.31	Describe the development of modern education, including the movement from pre-industrial to industrial society, and universal access to education.	C, H, P
S.32	Explain education from the point of view of the major sociological perspectives.	C
S.33	Identify and explain the major problems that exist within the U.S. educational system, and evaluate some of the potential solutions.	C, E, G, P
S.34	Define religion from a sociological perspective.	C, H
S.35	Explain religion from the point of view of the major sociological perspectives.	C
S.36	Identify and describe major world religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism).	C, G
S.37	Explain the difference between power and authority focusing on the different types of each and how they relate to the different political systems.	C, P
S.38	Describe the basic ideologies, criticisms, and the convergence of capitalism, socialism, and communism.	C, E, H, P, TCA
S.39	Explain recent changes in the U.S. economy relating to automation, outsourcing, population changes, and underemployment.	C, P

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

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

## Stratification and Social Inequality

**Overview:** Students will evaluate systems of stratification and how socialization and group membership affects an individual's social status. Students will analyze factors that produce opportunities and advantages for some and disadvantages for others.

Standard Number	Content Standard	Content Strand
S.40	Identify common patterns of social inequality (i.e., poverty, power, race, ethnicity, class, gender).	C, E, G, H, P
S.41	Analyze effects of social inequality on groups and individuals (e.g., life chances, social problems, achievement, education, inter- and intra- group conflict among groups and individuals).	C, E, P
S.42	Explain how social institutions can distribute power among groups and individuals and how institutions can produce, reinforce, or challenge inequality.	C, P
S.43	Explain the various sociological perspectives on stratification and social inequality.	C, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## TN | TENNESSEE HISTORY

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

*This course follows the same organization as Section VI from the Tennessee Blue Book. Additionally, all U.S. History courses (i.e., 3rd grade, 4th grade, 5th grade, 8th grade, and U.S. History) can use the following standards to elaborate on Tennessee history.*

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

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

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

Standard Number	Content Standard	Content Strand
TN.01	Describe the geographic features that make up the three grand divisions of Tennessee (i.e., East, Middle, and West).	E, G, T
TN.02	Describe changes in life in the Tennessee region from the late ice age through the Archaic period.	C, G, H, T
TN.03	Compare and contrast features of life in the Tennessee region during the Woodland and Mississippian periods.	C, E, G, H, P, T
TN.04	Analyze the customs and traditions of American Indians present in the Tennessee region prior to European contact, including: <ul style="list-style-type: none"> <li>• Cherokee</li> <li>• Chickasaw</li> <li>• Creek</li> <li>• Iroquois</li> <li>• Shawnee</li> </ul>	C, E, G, H, P, T
TN.05	Describe the impact of European exploration in the Tennessee region, including the significance of Christopher Columbus, Hernando de Soto, and Juan Pardo.	C, G, H, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## The Struggle for Tennessee's Frontier (1600s-1700s)

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

Standard Number	Content Standard	Content Strand
TN.06	Describe the influx of British and French settlers and fur traders in the Tennessee region and their impact on American Indian tribes.	C, E, G, H, T
TN.07	Explain the conflict between the British, the French, and American Indians for land in the Tennessee region prior to the French and Indian War.	C, E, G, H, T
TN.08	Describe the effects of migration into the Tennessee region, including the development of the Watauga and Cumberland Settlements.	C, G, H, T
TN.09	Identify episodes of fighting that occurred in the Tennessee region during the American Revolution (e.g., Battle of Kings Mountain) and the effects of American victory on the area.	G, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## From Territory to Statehood (1784-1796)

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

Standard Number	Content Standard	Content Strand
TN.10	Identify reasons for the foundation and failure of the independent state of Franklin in 1784.	E, G, H, P, T
TN.11	Analyze the effects of land speculation on settlement in the Southwest Territory (i.e., the Territory South of the River Ohio).	E, G, H, T
TN.12	Describe the conflicts between early Tennessee settlers and American Indians.	E, G, H, T
TN.13	Describe the events leading to Tennessee's achievement of statehood in 1796.	H, P, T
TN.14	Describe major features of the Tennessee Constitution of 1796. (T.C.A. §49-6-1028)	P, T, TCA

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Tennessee's Coming of Age (1796-1812)

**Overview:** Students will evaluate reasons for the growth of the three grand divisions of Tennessee, the lives of various populations found therein, and the role of Tennessee in the War of 1812.

Standard Number	Content Standard	Content Strand
TN.15	Analyze the growth of Middle Tennessee in the early 1800s in power and influence, including the relocation of the capital.	C, E, G, H, P, T
TN.16	Describe the trafficking of enslaved persons between the three grand divisions of Tennessee, the lives of free blacks and enslaved persons, and the role of Tennesseans in the early abolition movement (e.g., Elihu Embree).	C, G, H, T
TN.17	Describe aspects of farm life, work, religion, and community for families in the early 19th Century.	C, E, H, T
TN.18	Describe the economy of Tennessee in the early 19th century.	E, T
TN.19	Describe the New Madrid Earthquakes of 1811-12 and the resulting effects on the land and culture of Tennessee.	C, G, H, T
TN.20	Analyze the War of 1812's impact on Tennessee, including: <ul style="list-style-type: none"> <li>• American Indian peoples</li> <li>• Andrew Jackson</li> <li>• Felix Grundy</li> <li>• Tennessee Volunteers</li> </ul>	C, G, H, P, T
TN.21	Describe the significance of the Mississippi River, the Jackson Purchase, and the introduction of cotton in the rapid growth of Memphis and West Tennessee.	E, G, H, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Tennessee's Golden Age (1800-1860)

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

Standard Number	Content Standard	Content Strand
TN.22	<p>Explain the importance of transportation, technology, and geography in Tennessee's growing involvement in the national economy after the War of 1812, including the significance of:</p> <ul style="list-style-type: none"> <li>• Cash crops (e.g., cotton, tobacco)</li> <li>• Natchez Trace</li> <li>• Road improvements</li> <li>• Steamboats</li> <li>• Telegraph</li> </ul>	E, G, H, T
TN.23	Describe the influences of Presidents Andrew Jackson and James K. Polk on American history.	C, H, P, T
TN.24	Analyze the impact of the Indian Removal Act and the Trail of Tears on Tennessee.	C, G, H, P, T
TN.25	<p>Discuss the contributions of important figures during Tennessee's "golden age," including:</p> <ul style="list-style-type: none"> <li>• John Bell</li> <li>• Newton Cannon</li> <li>• William Carroll</li> <li>• David Crockett</li> <li>• Elihu Embree</li> <li>• Ephraim Foster</li> <li>• Sam Houston</li> <li>• Sequoyah</li> <li>• Hugh Lawson White</li> </ul>	C, E, H, P, T
TN.26	Identify the significance of the Tennessee Constitution of 1834. (T.C.A. §49-6-1028)	P, T, TCA
TN.27	Describe the development of slavery in Tennessee from 1800 to 1860, including the distribution of enslaved persons and conflicting attitudes among the three grand divisions.	C, E, G, H, T
TN.28	Discuss the importance of the Nashoba Community and Free Hill as settlements for formerly enslaved people.	C, G, H, T

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## Tennessee: A Time of Troubles (1860-1865)

**Overview:** Students will examine the role of Tennessee and important Tennesseans during the Civil War.

Standard Number	Content Standard	Content Strand
TN.29	Explain the causes of the Civil War and how geographic and political divisions impacted Tennessee's secession.	C, E, G, H, P, T
TN.30	Describe important Civil War battles in Tennessee by region, including: <ul style="list-style-type: none"> <li>• Sieges of Fort Henry</li> <li>• Fort Donelson</li> <li>• Battle of Shiloh</li> <li>• Knoxville Campaign</li> <li>• Chattanooga Campaign</li> <li>• Battle of Stones River</li> <li>• Fort Pillow Massacre</li> <li>• Battle of Franklin</li> <li>• Johnsonville Campaign</li> <li>• Battle of Nashville</li> </ul>	G, H, T
TN.31	Identify the influences of Tennesseans during the Civil War, including <ul style="list-style-type: none"> <li>• Sam Davis</li> <li>• William Driver</li> <li>• David Farragut</li> <li>• Nathan Bedford Forrest</li> <li>• Isham Harris</li> <li>• Andrew Johnson</li> <li>• Sam Watkins</li> </ul>	H, P, T
TN.32	Describe the importance of the Medal of Honor, its origins in Tennessee, and its continued legacy to present-day.	H, P, T
TN.33	Explain the significance of the Sultana disaster.	T, G, H

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## Tennessee during Reconstruction (1865-1880)

**Overview:** Students will analyze the impact of Reconstruction on Tennessee, including the effects on the population, rise of the Ku Klux Klan, efforts of the Freedmen’s Bureau, and writing of a new state constitution.

Standard Number	Content Standard	Content Strand
TN.34	Describe how the Civil War impacted various populations in Tennessee (e.g., African Americans, American Indians, and women).	C, E, G, H, P, T
TN.35	Explain William Brownlow’s role in the development of Reconstruction.	H, P, T
TN.36	Explain the impacts of impeachment of President Andrew Johnson.	H, P, T
TN.37	Describe the rise, influence, and opposition of the Ku Klux Klan in Tennessee.	C, H, P, T
TN.38	Explain the development and efforts of the Freedmen’s Bureau schools, including Fisk University.	C, H, T
TN.39	Identify and describe the significance of of early elected black lawmakers and leaders (e.g., John W. Boyd, Sampson Keeble, and William Yardley).	H, P, T
TN.40	Explain the development, legacy, and changes of the 1870 Tennessee Constitution. (T.C.A. § 49-6-1028)	H, P, T, TCA
TN.41	Describe the experiences of exodusters, including Benjamin “Pap” Singleton.	C, E, G, H, T

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## Tennessee in the New South (1880-1890s)

**Overview:** Students will identify the changes in Tennessee post-Reconstruction.

Standard Number	Content Standard	Content Strand
TN.42	Explain developments in Tennessee’s farming during the late 19th century as a result of industrialization.	C, E, G, H, P, T
TN.43	Describe the social, economic, and political changes to Tennessee in the post-Reconstruction era, and identify the laws put in place to exclude black lawmakers by 1890.	C, E, H, P, T
TN.44	Discuss the impact of the yellow fever epidemic on Memphis.	C, G, H, P, T
TN.45	Describe the events that led to the Coal Creek Wars in Anderson and the surrounding counties over the state of Tennessee’s decision to replace coal miners with prisoners.	C, G, H, P, T
TN.46	Describe Tennessee’s Centennial Exposition, and explain its significance.	C, H, P, T
TN.47	Analyze the effects of Jim Crow laws on Tennessee, including the efforts of advocates for African Americans: <ul style="list-style-type: none"> <li>• W.E.B. Du Bois</li> <li>• James Napier</li> <li>• Mary Church Terrell</li> <li>• Ida B. Wells-Barnett</li> </ul>	C, H, P, T

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## Tennessee: Reform and War (1900-1945)

**Overview:** Students will learn about the major events, people, and moments in Tennessee history in the first half of the 20th century and the effects they had on the state and the United States.

Standard Number	Content Standard	Content Strand
TN.48	Summarize the influence of and reactions to the temperance movement in Tennessee, including the murder of Senator Edward Carmack.	C, H, P, T
TN.49	Describe Tennessee’s impact on the suffrage movement, including Harry Burn, Anne Dallas Dudley, and A.H. Roberts.	C, H, P, T
TN.50	Explain Tennessee’s connection to World War I, including the impact of Alvin C. York and the Alcoa plant.	C, H, P, T
TN.51	Identify Governor Austin Peay and his influence on Tennessee’s infrastructure and education.	C, E, H, P, T
TN.52	Analyze how the Scopes Trial reflected societal tension between tradition and modernity.	C, H, P, T
TN.53	Describe major developments in music in Tennessee during this era: <ul style="list-style-type: none"> <li>• Country Music (e.g., Grand Ole Opry, WSM, Carter family, Bristol Sessions)</li> <li>• Blues Music (e.g., W.C. Handy and Bessie Smith)</li> </ul>	C, G, H, T
TN.54	Analyze how the Great Depression and New Deal programs impacted Tennesseans, including: <ul style="list-style-type: none"> <li>• Agricultural Adjustment Act</li> <li>• Civilian Conservations Corps</li> <li>• Tennessee Valley Authority</li> <li>• Great Smoky Mountains National Park</li> </ul>	C, E, G, H, P, T
TN.55	Explain the impact Tennessee innovators had on the nation (e.g., David Crosthwait and Clarence Saunders).	E, H, T
TN.56	Describe Tennessee’s contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge (e.g., Manhattan Project) as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).	C, E, G, H, P, T

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## Tennessee in Modern Times (1945-present)

**Overview:** Students will learn about Tennessee in modern times, including the significance of Tennesseans, key economic and social developments of Tennessee, and Tennessee’s entertainment and business industry.

Standard Number	Content Standard	Content Strand
TN.57	Describe major agricultural shifts in Tennessee post-World War II and their impact economically and socially.	C, E, G, H, T
TN.58	Analyze the significance of key Tennesseans on both state and national levels during the 1950s and 1960s, including: <ul style="list-style-type: none"> <li>• Frank Clement</li> <li>• Ed Crump</li> <li>• Al Gore, Sr.</li> <li>• Estes Kefauver</li> <li>• John Seigenthaler</li> </ul>	C, E, H, P, T
TN.59	Describe Tennessee’s role in the Civil Rights Movement, including: <ul style="list-style-type: none"> <li>• Sit-ins</li> <li>• Diane Nash</li> <li>• John Lewis</li> <li>• Highlander Folk School</li> <li>• Tent City Movement of Fayette County</li> <li>• Columbia Race Riots</li> <li>• Scarboro 85 and the Clinton 12 (T.C.A. § 49-6-1006)</li> </ul>	C, H, P, T, TCA
TN.60	Identify major Tennessee figures involved in the Civil Rights Movement (e.g., Rev. James Lawson, Kelly Miller Smith). (T.C.A. § 49-6-1006)	C, H, P, T, TCA
TN.61	Describe the purpose of Martin Luther King, Jr.’s presence in Memphis, the circumstances leading to his assassination, and the significance of the placement of the National Civil Rights Museum at the Lorraine Motel. (T.C.A. § 49-6-1006)	C, G, H, P, T, TCA
TN.62	Discuss the development of rock ‘n’ roll music in Tennessee and its impact on the changing American culture, including the significance of Elvis Presley, Stax Records, and Sun Studio.	C, H, T

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Standard Number	Content Standard	Content Strand
TN.63	Describe cultural developments in Tennessee during the 1970s and 1980s, including the Country Music Hall of Fame, Music Row, Opryland, and the 1982 World’s Fair.	C, E, H, T
TN.64	Identify the contributions of influential Tennesseans of the era, including: <ul style="list-style-type: none"> <li>• Lamar Alexander</li> <li>• Alex Haley</li> <li>• Pat Summitt</li> <li>• Howard Baker</li> <li>• Dolly Parton</li> <li>• Fred Thompson</li> <li>• Al Gore, Jr.</li> <li>• Wilma Rudolph</li> <li>• Oprah Winfrey</li> </ul>	C, E, H, P, T
TN.65	Identify major attractions and events that fuel the tourism industry in Tennessee, including the impact of: <ul style="list-style-type: none"> <li>• Bristol Motor Speedway</li> <li>• CMA Music Festival</li> <li>• Pigeon Forge (e.g., Gatlinburg)</li> <li>• Tennessee Aquarium</li> <li>• Civil War sites</li> <li>• Graceland</li> <li>• State and national parks</li> <li>• National Civil Rights Museum</li> </ul>	C, E, G, H, T
TN.66	Discuss the impact of major businesses in Tennessee, for example: <ul style="list-style-type: none"> <li>• AutoZone</li> <li>• FedEx</li> <li>• Nissan</li> <li>• Volkswagen</li> <li>• Eastman</li> <li>• HCA</li> <li>• Toyota</li> </ul>	C, E, T
TN.67	Describe significant and/or unique products from Tennessee (e.g., Cracker Barrel, Goo Goo Cluster, Moon Pie, Mountain Dew, Jack Daniels/Uncle Nearest).	C, E, H, P

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## GC | UNITED STATES GOVERNMENT AND CIVICS

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

*This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.*

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

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

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## Foundations of Constitutional Government

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

Standard Number	Content Standard	Content Strand
GC.01	Describe the purpose and functions of government.	H, P
GC.02	Compare and contrast different forms of government, such as monarchy, oligarchy, democracy, and republic.	H, P
GC.03	Analyze the influence of various thinkers on the formation of U.S. government, such as William Blackstone, John Locke, Charles-Louis Montesquieu, and Thomas Hobbes.	C, H, P
GC.04	Analyze the influence of past governments on the formation of the United States, such as Greek democracy, Roman republic, the Magna Carta, and the Mayflower Compact.	C, H, P
GC.05	Examine the Declaration of Independence and American grievances against British rule.	H,P
GC.06	Identify the strengths and weaknesses of the Articles of Confederation.	H, P
GC.07	Discuss the Constitutional Convention of 1787, including major compromises (e.g., Great Compromise, Three-Fifths Compromise, importation of enslaved people, and the electoral college).	C, E, H, P
GC.08	Identify key debates surrounding the ratification of the constitution between the Federalists (e.g., Federalist Papers) and Anti-federalists (e.g., Brutus Papers).	H, P
GC.09	Describe the purposes of government as outlined in the Preamble of the Constitution.	P
GC.10	Describe principles 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>	P
GC.11	Describe the structure of the Constitution and the process to amend it.	P

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## The Legislative Branch

**Overview:** Students will analyze the functions of the legislative branch of the federal government.

Standard Number	Content Standard	Content Strand
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 and responsibilities</li> </ul>	H, P
GC.13	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> and <i>Shaw v. Reno</i> .	P, T
GC.14	Identify leadership positions in the legislative branch and describe their roles, 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>	P
GC.15	Describe the legislative process from the introduction of a bill to a presidential action.	P
GC.16	Identify Tennessee’s U.S. Senators and the representative for the student’s respective district.	G, P, T
GC.17	Identify the enumerated, implied, and concurrent powers of the U.S. Congress.	H, P
GC.18	Explain the process and significance of congressional elections (e.g., mid-term elections).	H, P

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## The Executive Branch

**Overview:** Students will analyze the functions of the executive branch of the federal government.

Standard Number	Content Standard	Content Strand
GC.19	Identify the arguments in <i>Federalist Paper #70</i> that addresses the establishment of the executive office.	H, P
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>• Impeachment</li> </ul>	H, P
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> <li>• Executive orders</li> <li>• Pardons and clemency</li> </ul>	H, P
GC.22	Identify and describe the functions of executive branch departments and agencies (e.g., bureaucracies) in the United States, including: <ul style="list-style-type: none"> <li>• Defense</li> <li>• State</li> <li>• Treasury</li> <li>• Justice</li> </ul>	P
GC.23	Trace the sequence of a presidential election from initial candidacy through inauguration.	P
GC.24	Explain the Electoral College system, and compare and contrast arguments for and against it.	G, H, P

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## The Judicial Branch

**Overview:** Students will analyze the functions of the judicial branch of the federal government.

Standard Number	Content Standard	Content Strand
GC.25	Identify the arguments in <i>Federalist Paper #78</i> that addresses the establishment of the federal courts system.	H, P
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.	P
GC.27	Explain the processes of selection and confirmation of Supreme Court justices.	P
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.	G, H, P, T

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## Civil Rights and Civil Liberties

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

Standard Number	Content Standard	Content Strand
GC.29	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)	C, P, TCA
GC.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> .	C, H, P
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> .	C, H, P
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> .	C, E, H, P
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>	P, T
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>	H, P, T
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>	H, P, T

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Standard Number	Content Standard	Content Strand
GC.36	Explain how constitutional provisions have supported and motivated social movements to expand the rights for under-represented groups.	C, H, P
GC.37	Explain how the government has responded to social movements (e.g., Civil Rights Act of 1964, Title IX, Americans with Disabilities Act).	C, H, P
GC.38	Explain developments in voting rights over time (e.g., 15th amendment, 19th amendment, Citizenship Act of 1924, Voting Rights Act of 1965, 24th Amendment, 26th Amendment, <i>Shelby County v. Holder</i> ).	C, H, P, T

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## Tennessee State and Local Government

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

Standard Number	Content Standard	Content Strand
GC.39	Identify the structures and functions of the executive, legislative, and judicial departments in the state of Tennessee.	P, T
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.	G, P, T
GC.41	Identify current government officials at the state and local level.	P, T

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## Citizen Participation

**Overview:** Students will examine the responsibilities and opportunities of a citizen of the United States.

Standard Number	Content Standard	Content Strand
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>• Engaging in the voting process</li> <li>• Understanding unalienable rights</li> </ul>	C, E, P
GC.43	Explain why civic engagement is important for the well-being of the nation and local communities.	C, H, P
GC.44	Evaluate the benefits and challenges of digital news and social media to a democratic society.	C, P, T
GC.45	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-ed commentaries, assessing the validity of claims and sufficiency of evidence).	C, P
GC.46	Describe opportunities for citizens to participate in the political process and to monitor and influence government, 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>	P, T
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.	P, T

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## US | UNITED STATES HISTORY AND GEOGRAPHY

### Post-Reconstruction to the Present

**Course Description:** Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day United States resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today.

Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society.

**This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in our nation's history.**

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

*This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.*

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

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

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## The Rise of Industrialization (1877-1900)

**Overview:** Students will analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.

### Reconstruction

Standard Number	Content Standard	Content Strand
US.01	Summarize the major events of Reconstruction, and explain the impact of the Compromise of 1877, including the founding of the Ku Klux Klan and lynching.	C, G, H, P, T, TCA
US.02	Identify the rights provided by the 14th and 15th amendments, and analyze the efforts to resist them, including Jim Crow laws, disenfranchisement methods, and the <i>Plessy v. Ferguson</i> decision. (T.C.A. § 49 -6-1006)	H, P, TCA
US.03	Summarize the efforts of Benjamin "Pap" Singleton and the Exodusters.	C, G, H, P, T, TCA

### Westward Expansion

Standard Number	Content Standard	Content Strand
US.04	Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement and physical landscape of the West.	C, E, G, H, P
US.05	Examine federal policies toward American Indians, including the movement to reservations, assimilation, boarding schools, and the Dawes Act.	C, G, H, P, T
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).	C, E, G, H, P

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## Gilded Age

Standard Number	Content Standard	Content Strand
US.07	Describe the differences between “old” and “new” immigrants, including: <ul style="list-style-type: none"> <li>• Urbanization</li> <li>• Angel Island</li> <li>• Ellis Island</li> <li>• Push-pull factors</li> <li>• Ethnic clusters</li> </ul>	C, E, G, H, P
US.08	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: <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>	C, E, G, H, P
US.09	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: <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Henry Bessemer</li> <li>• Andrew Carnegie</li> <li>• Thomas Edison</li> <li>• Lewis Latimer</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>	C, E, H
US.10	Determine the impacts of increased immigration on American society, including: <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>	C, E, H, P

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## The Progressive Era (1890-1920)

**Overview:** Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.

Standard Number	Content Standard	Content Strand
US.11	Compare and contrast the concepts of social Darwinism and the Social Gospel.	C, E, H
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.	C, H, P
US.13	Describe working conditions in industries during this era, including the use of women and children as a labor source.	C, E, H
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.	C, E, H, P
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)	C, E, H, P, TCA
US.16	Explain the roles played by muckrakers and progressive idealists, including: <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>• Ida B. Wells-Barnett</li> </ul>	C, E, H, P, T
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>	C, E, H, P

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Standard Number	Content Standard	Content Strand
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>	E, H, P
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>	C, E, H, P, T
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>• Legacy of Susan B. Anthony</li> </ul>	C, H, P, T

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## Imperialism and World War I (1890-1920)

**Overview:** Students will trace the rise of the United States as a world power during the 20th century and examine the country's role in World War I.

Standard Number	Content Standard	Content Strand
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.	C, E, H, P
US.22	Compare and contrast the arguments of imperialists and non-imperialists of the period.	E, H, P
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>	E, G, H, P
US.24	Compare and contrast the motivations behind President Theodore Roosevelt's Big Stick diplomacy (i.e., militarism/expansionism), President William Howard Taft's Dollar Diplomacy (i.e., economics), and President Woodrow Wilson's Moral Diplomacy (i.e., nationalism).	C, E, G, H, P
US.25	Explain the causes of World War I, including militarism, alliances, nationalism, imperialism, assassination, and the reasons for the initial declaration of U.S. neutrality.	C, E, G, H, P
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.	E, G, H, P
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>	C, E, G, H, T, TCA

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Standard Number	Content Standard	Content Strand
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 (i.e., Creel Committee)</li> <li>• Opposition by conscientious objectors</li> <li>• <i>Schenck v. United States</i> decision</li> </ul>	C, E, H, P
US.29	Analyze the significance of President Woodrow Wilson’s contributions to the Treaty of Versailles, including the Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.	H, P

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## The 1920s (1920-1929)

**Overview:** Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.

Standard Number	Content Standard	Content Strand
US.30	Analyze the impact of the Great Migration of African Americans that began in the post-World War I era from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)	C, E, G, H, T, TCA
US.31	Describe the growth and effects that radio and movies played in the emergence of popular culture, such as advertising, celebrities, news, and entertainment.	C, E, H, P
US.32	Examine how the use of the radio helped 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)	C, H, T, TCA
US.33	Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.	C, E, G, H
US.34	Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.	C, E, H
US.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>• James Weldon Johnson</li> </ul>	C, H, TCA
US.36	Describe changes and limitations 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.	C, E, H

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Standard Number	Content Standard	Content Strand
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>• Black Wallstreet and Tulsa Massacre</li> <li>• Rise of the NAACP</li> <li>• Efforts of Ida B. Wells-Barnett</li> <li>• Emergence of Garveyism</li> </ul>	C, E, G, H, P, T, TCA
US.38	Describe the Scopes Trial of 1925, including the major figures (i.e., John Scopes, William Jennings Bryan, and Clarence Darrow), two sides of the controversy (i.e., fundamentalism and modernism), the outcome, and the legacy.	C, H, P, T
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.	C, E, H, P
US.40	Analyze the advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation.	C, E, H, P

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## The Great Depression and New Deal (1929-1941)

**Overview:** Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. government.

Standard Number	Content Standard	Content Strand
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>	C, E, H, P
US.42	Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts.	C, E, G, H
US.43	Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles.	C, E, G, H
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.”	C, E, G, H, P
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>	C, E, G, H, P, T
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.	C, E, H, P

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## World War II (1936-1945)

**Overview:** Students will analyze the United States' path to and participation in World War II and examine the implications for the nation at home and abroad.

Standard Number	Content Standard	Content Strand
US.47	<p>Explain the rise and spread of fascism, communism, and totalitarianism internationally, including the following leaders:</p> <ul style="list-style-type: none"> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• Joseph Stalin</li> <li>• Hideki Tojo</li> </ul>	C, E, G, H, P, TCA
US.48	<p>Explain the progression of key events and 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.</p>	C, E, G, H, P
US.49	<p>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.</p>	C, G, H, P, T
US.50	<p>Explain the role of key figures, geography and military factors on the outcomes of battles in the Pacific, European, and North African 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>• George Patton</li> <li>• President Harry S. Truman</li> <li>• Battles of Midway, Iwo Jima, and Okinawa</li> <li>• Normandy</li> <li>• Battle of the Bulge</li> <li>• Invasion of Sicily</li> <li>• Actions of the 101st Airborne</li> </ul>	G, H, P, T
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>	C, H, T

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Standard Number	Content Standard	Content Strand
US.52	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)	C, E, H, P, TCA
US.53	Explore the effects of the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp.	C, E, H, T
US.54	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.	C, E, G, H, P
US.55	Describe the war's impact on the home front, including: <ul style="list-style-type: none"> <li>• Rationing</li> <li>• Bracero program</li> <li>• Zoot Suit Riots</li> <li>• Bond drives</li> <li>• Conversion of factories for wartime</li> <li>• Propaganda production</li> <li>• Movement to cities and industrial areas</li> </ul>	C, E, G, H, P
US.56	Describe the Manhattan Project, including Oak Ridge, Los Alamos, and Hanford, and explain President Truman's rationale for using the atomic bomb to end the war.	C, E, G, H, P, T
US.57	Explain the major outcomes of the Yalta and Potsdam Conferences (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).	C, E, G, H, P

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## Cold War (1947-1991)

**Overview:** Students will analyze the response of the United States to communism after World War II.

Standard Number	Content Standard	Content Strand
US.58	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	C, H, P, T
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 United Nations, NATO, and the Warsaw Pact.	E, G, H, P
US.60	Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.	E, G, H, P
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>	E, G, H, P
US.62	Explain how containment influenced Cold War policies during Dwight D. Eisenhower's administration, including brinkmanship, "peaceful coexistence," and the issue of the military-industrial complex.	C, E, H, P

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## 1950s at Home (1950s-1963)

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

Standard Number	Content Standard	Content Strand
US.63	Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, House Un-American Activities Committee (i.e., HUAC), and Julius and Ethel Rosenberg.	C, E, H, P
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 and disproportionate access to the G.I. Bill, and the increased reliance on foreign oil.	C, E, G, H, P
US.65	Explain the impact of the baby boomer generation on the U.S. economy and culture.	C, E, G, H, P, T
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>	C, E, G, H, P
US.67	Analyze the increasing impact of television and mass media on American homes, politics, and the economy.	C, E, H, P
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)	C, E, H, T, TCA
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>	C, E, H, P

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## Kennedy and Johnson Years (1961-1969)

**Overview:** Students will examine American cultural, economic, political, and societal developments during the administrations of President John F. Kennedy and President Lyndon B. Johnson.

Standard Number	Content Standard	Content Strand
US.70	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis.	E, G, H, P
US.71	Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik and the development of NASA, Operation Paperclip), including its effects on the American education system and industry.	C, E, G, H, P
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.	C, E, G, H, P
US.73	Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty.	C, E, G, H, P

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## Civil Rights Movement (1950s-1960s)

**Overview:** Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the United States. (T.C.A. § 49-6-1006)

Standard Number	Content Standard	Content Strand
US.74	Examine the decision and impacts of <i>Brown v. Board of Education</i> on the desegregation of schools, such as Scarboro 85, Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006)	C, E, G, H, P, T, TCA
US.75	Analyze the impact of Emmitt Till's murder and the use of mass media on the trajectory of the Civil Rights Movement.	C, H, P
US.76	Examine the roles and actions of civil rights advocates (e.g., Dr. Martin Luther King, Jr., Malcolm X, John Lewis, Diane Nash, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, George Wallace, Strom Thurmond). (T.C.A. § 49-6-1006)	C, E, G, H, P, T, TCA
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>• Freedom Summer</li> <li>• March on Washington, D.C.</li> <li>• March on Selma</li> <li>• Memphis sanitation strike and assassination of Dr. Martin Luther King, Jr.</li> </ul>	C, E, H, P, TCA
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)	C, E, H, P, TCA
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.	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## The Vietnam War (1950s-1970s)

**Overview:** Students will analyze the path of the United States participation in the Vietnam War and examine the implications for the nation at home and abroad.

Standard Number	Content Standard	Content Strand
US.80	Describe the policies of Presidents' Kennedy, Johnson, and Nixon, and the causes, consequences, and progression of the Vietnam War, including: <ul style="list-style-type: none"> <li>• Escalation</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>	C, E, G, H, P
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>• Post-Traumatic Stress Disorder</li> <li>• Role of television and the media</li> </ul>	C, H, P
US.82	Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## The Modern United States (1970s-present)

**Overview:** Students will examine important events and trends from the 1970s to the present.

Standard Number	Content Standard	Content Strand
US.83	Explain the events of President Richard Nixon’s administration, including his appeal to the “silent majority,” detente, SALT, and open relationship with China.	C, E, G, H, P
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., government)</li> <li>• <i>United States vs. Nixon</i></li> <li>• Controversy surrounding President Gerald Ford’s pardon</li> </ul>	C, H, P
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.	C, G, H, P
US.86	Identify and explain the events of Jimmy Carter’s administration, including: <ul style="list-style-type: none"> <li>• Crisis of Confidence speech</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>	C, E, G, H, P
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>• Challenger disaster</li> <li>• Appointment of Sandra Day O’Connor</li> </ul>	C, E, G, H, P
US.88	Identify and explain 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>• Debates over the increasing budget and taxation</li> </ul>	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

Standard Number	Content Standard	Content Strand
US.89	Identify and explain 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>• Family Medical Leave Act</li> <li>• Humanitarian efforts in Bosnia-Herzegovina</li> <li>• The widespread use of the internet</li> </ul>	C, E, G, H, P
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 and the USA PATRIOT Act.	C, G, H, P
US.91	Identify and explain the events of President George W. Bush’s administration, including: <ul style="list-style-type: none"> <li>• No Child Left Behind</li> <li>• Wars in Afghanistan and Iraq</li> <li>• Economic recession (i.e., housing market crisis)</li> </ul>	C, E, G, H, P
US.92	Describe the increasing role of women and minorities in American military, politics, and economy, including (T.C.A. § 49-6-1006): <ul style="list-style-type: none"> <li>• Hillary Clinton</li> <li>• Colin Powell</li> <li>• Condoleezza Rice</li> <li>• Nancy Pelosi</li> <li>• Sonia Sotomayor</li> </ul>	C, G, H, P, TCA
US.93	Explain how the legislative and judicial branches expanded the scope of the 14th amendment including: <ul style="list-style-type: none"> <li>• Individuals with Disabilities Education Act</li> <li>• Americans with Disabilities Act</li> <li>• <i>Obergefell vs. Hodges</i></li> </ul>	C, E, H, P, TCA
US.94	Identify and explain the events of Barack Obama’s administration including: <ul style="list-style-type: none"> <li>• The Affordable Care Act</li> <li>• Every Student Succeeds Act</li> <li>• American presence in the Middle East</li> </ul>	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## WG | WORLD GEOGRAPHY

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple account</li><li>• Frame appropriate questions for further investigation</li></ul>

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Geographic Skills and Tools

**Overview:** Students will learn foundational geographic concepts, including how to use maps, globes, and geospatial technologies, and utilize their geographic content knowledge within the study of world regions and processes.

*These standards are meant to be addressed and implemented throughout the duration of the course.*

Standard Number	Content Standard	Content Strand
WG.01	Explain geography as a field of inquiry, differentiate between physical and human geography, describe the importance of the spatial perspective, and use spatial thinking skills to analyze global issues.	G
WG.02	Explain how geographers synthesize geographic information from a variety of sources to analyze both human and physical processes in the world's regions, countries, and cities.	G
WG.03	Define and explain the use of major geographic concepts (e.g., location, pattern, place, region, scale, site, and situation).	C, G
WG.04	Define the concept of region, identify different types (e.g., formal, functional, perceptual), and give examples.	C, G, P
WG.05	Read and interpret maps and globes using cardinal directions, latitude and longitude, legends, map scale, and title.	G
WG.06	Identify, use, and evaluate the usefulness of different types of map projections (e.g., Mercator, Robinson, Goode's Homolosine, and Peterson).	G, H
WG.07	Compare the use of physical, political, and thematic maps (e.g., choropleth, dot density, proportional symbol, isoline, cartogram).	G, P
WG.08	Analyze patterns and processes at different scales (e.g., local, national, regional, global).	G, P, T

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Standard Number	Content Standard	Content Strand
WG.09	Describe the purposes and uses of geospatial technologies (i.e., GIS, GPS, remote sensing), and apply them in relevant contexts.	G
WG.10	Explain how geographers use geographic knowledge, skills, and perspectives to analyze problems and make decisions.	C, E, G, H, P
WG.11	Explain how current events are related to the physical and human characteristics of place and regions.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Physical Process, Natural Resources, and the Environment

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

Standard Number	Content Standard	Content Strand
WG.12	Describe ways in which different types of physical and natural processes create and shape the surface of the Earth.	G, H
WG.13	Describe how unique weather patterns impact geography and population distribution of a region (e.g., drought, earthquakes, floods, hurricanes, tornadoes).	C, G, H
WG.14	Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges. (e.g., access to fresh water, energy resources, irrigation, transportation, types of housing, and infrastructure).	C, G, H
WG.15	Explain how humans depend on and impact the Earth's resources.	C, E, G, H
WG.16	Analyze the distribution of natural resources, how they have impacted the economies of various world regions, and their connections to global trade.	G, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
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## Population and Migration

**Overview:** Students will examine factors that affect the distribution, growth, and movement of human populations around the world and population and migration patterns across major world regions.

Standard Number	Content Standard	Content Strand
WG.17	Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources.	C, E, G, H, P, T
WG.18	Analyze the characteristics (e.g., age, gender, life expectancy, natural increase rate) of populations at different scales (e.g., local, national, global), and how they are demonstrated in census data and population pyramids.	C, G, H, T
WG.19	Define and give examples of economic, social, political, and environmental push and pull factors.	C, G, H, P, T
WG.20	Define and give examples of voluntary, forced, interregional, and intraregional migration patterns.	C, G, H, P
WG.21	Analyze past and present trends in human migration and the role of intervening obstacles and opportunities (e.g., economic, social, political, and environmental).	C, G, H, P
WG.22	Describe the impact and challenges of migration on both the sending and receiving countries.	C, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Regional Geography

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

Standard Number	Content Standard	Content Strand
WG.23	Define the cultural landscape, such as culture hearth, culture traits, and material and nonmaterial culture.	C, G, H
WG.24	Describe major cultural characteristics, physical geography, and economic practices in the regions of North, Central, and South America.	C, G, H, P, E
WG.25	Describe major cultural characteristics, physical geography, and economic practices in the regions of Europe.	C, G, H, P, E
WG.26	Describe major cultural characteristics, physical geography, and economic practices in the regions of Sub-Saharan Africa.	C, G, H, P, E
WG.27	Describe major cultural characteristics, physical geography, and economic practices in the regions of North Africa and Southwest Asia.	C, G, H, P, E
WG.28	Describe major cultural characteristics, physical geography, and economic practices in the regions of East, South, and Southeast Asia.	C, G, H, P, E
WG.29	Describe major cultural characteristics, physical geography, and economic practices in the regions in the South Pacific and Oceania.	C, G, H, P, E
WG.30	Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies.	C, G, H, P, E

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Political Geography

**Overview:** Students will analyze the political divisions of the Earth’s surface as well as differentiate between the types of political divisions and how those divisions create opportunities for conflict and cooperation among people.

Standard Number	Content Standard	Content Strand
WG.31	Define and differentiate between nation, state, and nation-state.	C, G, H, P
WG.32	Explain the differences between different types of governments (e.g., unitary and federal), and their relationships to subnational units.	C, G, H, P
WG.33	Describe different types of political boundaries (i.e., relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries).	C, G, H, P
WG.34	Explain the purpose and impact of political border changes as a result of decolonization, devolution, and the breakup of states (e.g., the former Soviet Union, the former Yugoslavia, Israel, South Asia, Africa).	C, G, H, P
WG.35	Define, give examples, and evaluate supranational organizations and their roles (e.g., the United Nations, European Union, NATO).	E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Economic Development and Interdependence

**Overview:** Students will examine global patterns of economic development, the impact of physical geographic features on global patterns, and patterns of economic interdependence between countries and regions.

Standard Number	Content Standard	Content Strand
WG.36	Differentiate between developed and developing countries, and evaluate how economic and social indicators are used to determine a country's level of development.	C, E, G, H, P
WG.37	Define comparative advantage, and evaluate how a country leverages its access to land, labor, and capital to expand trade.	E, G, H
WG.38	Identify physical, economic, cultural, and political factors that influence the locations and patterns of economic activities, trade, and economic development.	C, E, G, H, P
WG.39	Explain the difference between the formal and informal economy at different scales.	E, G, P, T
WG.40	Define globalization and its major benefits and drawbacks.	E, G,
WG.41	Locate, describe, and evaluate the formation of trade blocs throughout the world (e.g., EU, NAFTA, ASEAN, CARICOM).	E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Urbanization

**Overview:** Students will analyze trends and patterns of urban growth around the world, explore reasons for urban growth in certain locations, and evaluate the challenges that result from urban growth and decline.

Standard Number	Content Standard	Content Strand
WG.42	Describe reasons for increasing urbanization around the world and the economic, social, and political implications.	C, E, G, H, P
WG.43	Define and identify world megacities, and explain reasons for their location and rapid growth.	C, G, P
WG.44	Identify and explain the concepts of Central Place Theory and urban hierarchy.	C, G, P
WG.45	Describe urban infrastructure and how it relates to local economics, politics, and the environment.	C, E, G, P, T
WG.46	Describe the challenges of urban areas (e.g., access to public services, affordability of housing, discrimination, gentrification, overpopulation, pollution, sprawl, transportation, zones of abandonment, and food deserts).	C, E, G, P, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## W | WORLD HISTORY AND GEOGRAPHY

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

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

## Grades 9-12

### Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>• Printed materials</li><li>• Graphic representations</li><li>• Field observations/Landscape analysis</li><li>• Artifacts</li><li>• Media and technology sources</li><li>• Oral History</li></ul>
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>• Extract, summarize, and paraphrase significant ideas and relevant information</li><li>• Discern differences between evidence and assertion</li><li>• Recognize the significance of author’s purpose, point of view, and bias</li><li>• Draw logical inferences and conclusions</li><li>• Assess the strengths and limitations of arguments</li></ul>
SSP.03	Synthesize data from a variety of sources in order to: <ul style="list-style-type: none"><li>• Establish accuracy and validity by comparing sources to each other</li><li>• Recognize disparities among multiple accounts</li><li>• Frame appropriate questions for further investigation</li></ul>

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.



## Age of Revolution (1750-1850)

**Overview:** Students will analyze English efforts to limit the power of monarchs, the Age of Enlightenment, the American Revolution, and the French Revolution and discuss their enduring effects on political expectations for self-government and individual liberty.

Standard Number	Content Standard	Content Strand
W.01	Describe the types of kingdoms, leaders, and government systems in major world regions during the 18th century.	C, G, H, P, T
W.02	Compare major contributions of philosophers and scientists during the Age of Enlightenment and Scientific Revolution, such as: <ul style="list-style-type: none"> <li>• Sir Francis Bacon</li> <li>• Johannes Kepler</li> <li>• Isaac Newton</li> <li>• Cesare Beccaria</li> <li>• John Locke</li> <li>• Jean-Jacques Rosseau</li> <li>• Galileo Galilei</li> <li>• Charles-Louis de Montesquieu</li> <li>• Mary Wollstonecraft</li> </ul>	C, E, H, P
W.03	Identify the major causes (e.g., social, political, economic) of the French Revolution, and trace the evolution of France's government, including Enlightenment political thought, storming of the Bastille, execution of Louis XVI, and the reign of terror.	C, E, G, H, P
W.04	Explain the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.	C, G, H, P
W.05	Describe social and economic tensions within colonized regions in Latin America.	C, E, G, H, P
W.06	Explain the global effects of Latin American revolutions, including those in Haiti, Bolivia, Argentina, and Mexico.	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## The Industrial Revolution (1750s-1900s)

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

Standard Number	Content Standard	Content Strand
W.07	Explain how the Agricultural Revolution, mechanization, and the “enclosure movement” led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America.	C, E, G, H, P
W.08	Explain the geographic and economic reasons why the Industrial Revolution began in England, including natural resources, entrepreneurship, labor, and access to capital.	E, G, H
W.09	Explain why the diffusion of the Industrial Revolution primarily spread within the Western world.	C, G, H
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.	C, E, G, H, P
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.	C, E, G, H, P
W.12	Analyze the consequences 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>	C, E, G, H, P
W.13	Compare and contrast the rise of economic theories as a result of industrialization, including capitalism, communism, and socialism.	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee  
 TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## Nationalism and Imperialism (1850-1914)

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

Standard Number	Content Standard	Content Strand
W.14	Define nationalism, and explain how national identity and political geography contributed to the unification of nations such as Germany and Italy.	C, E, G, H, P
W.15	Describe the rise of anti-Semitism in Europe during this time period.	C, E, G, H, P
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.	C, E, G, H, P
W.17	Distinguish the differences between colonies, protectorates, spheres of influence, and economic imperialism.	E, G, H, P
W.18	Describe the cultural and political structures throughout the regions of the African continent.	C, G, H, P
W.19	Describe the natural resources and geographic features throughout the regions of the African continent and their impacts on global trade.	C, E, G, H, P
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.	C, E, G, H, P
W.21	Describe the various strategies and outcomes of African resistance to European imperialism (e.g., Ethiopia, Zulu Wars, Ashanti Wars).	C, E, G, H, P
W.22	Describe cultural, political, and economic structures throughout the regions of the subcontinent of India.	C, E, G, H, P

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
W.23	Explain why India was important to the British empire, including role of the Suez Canal.	C, E, G, H, P
W.24	Describe cultural, political, and economic structures throughout regions of China.	C, E, G, H, P
W.25	Explain why China was important to western powers, including the Opium Wars and the Boxer Rebellion.	C, E, G, H, P
W.26	Describe the cultural, economic, and political context of Japan, including the role of isolationism and its rise as an imperial power in the late 19th century.	C, E, G, H, P
W.27	Describe cultural, political, and economic structures throughout the regions of Central and South America.	C, E, G, H, P
W.28	Explain why Central and South America were important to western powers.	C, E, G, H, P
W.29	Define cultural diffusion, and describe how imperialism facilitates cultural diffusion.	C, G, H, P

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

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

Standard Number	Content Standard	Content Strand
W.30	Explain how the rise of militarism, alliances, imperialistic rivalry, and growing nationalism led to the outbreak of World War I triggered by the assassination of Archduke Franz Ferdinand.	C, E, G, H, P
W.31	Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I.	C, E, G, H, P
W.32	Explain how battles of World War I (e.g., Marne and Somme) illustrate the scope of the war, and describe the impact on European colonies around the world.	C, G, H, P
W.33	Explain why Russia exited and the United States entered World War I, and describe the effects.	C, E, G, H, P
W.34	Identify the causes and consequences of the Bolshevik Revolution and Russian Civil War.	C, E, G, H, P
W.35	Define total war, and describe its immediate and lasting effects 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>	C, E, G, H, P

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Standard Number	Content Standard	Content Strand
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>• Shellshock (i.e., PTSD)</li> <li>• Spread of disease</li> </ul>	E, G, H, P
W.37	Analyze the aims and negotiating roles of world leaders at the Paris Peace Conference and their impact on Germany, the League of Nations, and the creation of new states and the Mandate System.	C, E, G, H, P
W.38	Describe the cultural and economic trends of the 1920s.	C, E, H
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>	E, G, H, P

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

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

Standard Number	Content Standard	Content Strand
W.40	Explain how economic instability, nationalism, and political disillusionment in Germany, Italy, Japan led to the rise of totalitarian regimes.	C, E, G, H, P
W.41	Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin's totalitarian regimes.	C, E, G, H, P
W.42	Analyze the role of geographic features and regional conflicts (i.e., Spanish Civil War) in increasing tensions prior to World War II.	E, G, H, P
W.43	Describe 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>• Japanese invasion and atrocities in China</li> </ul>	C, E, G, H, P
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.	C, E, G, H, P
W.45	Describe the European theatre of war during World War II, including: <ul style="list-style-type: none"> <li>• Geography</li> <li>• Key Military Leaders</li> <li>• Major Battles</li> <li>• Technology</li> <li>• Wartime Strategies</li> </ul>	E, G, H, P

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Standard Number	Content Standard	Content Strand
W.46	Describe the Pacific theatre of war during World War II, including: <ul style="list-style-type: none"> <li>• Geography</li> <li>• Key Military Leaders</li> <li>• Major Battles</li> <li>• Technology</li> <li>• Wartime Strategies</li> </ul>	G, H, P
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>	H, P
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.	C, E, G, H, P
W.49	Explain the state-sponsored mass murder of targeted groups (e.g., Hitler’s Final Solution to the Jewish Question) in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.	C, G, H, P
W.50	Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.	G, H, P, T
W.51	Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.	C, G, H, P, T
W.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>• Cordell Hull’s involvement in the 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>	C, E, G, H, P, T

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<b>Standard Number</b>	<b>Content Standard</b>	<b>Content Strand</b>
W.53	Explain the nature of reconstruction in Europe and Asia after 1945, including the influence of the United States	C, E, G, H, P
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.	C, G, H, P
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.	C, E, G, H, P

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## Cold War (1945-1991)

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

Standard Number	Content Standard	Content Strand
W.56	Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.	C, E, G, H, P
W.57	Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.	G, H, P
W.58	Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.	C, E, G, H, P
W.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 (e.g., Cuban Missile Crisis).	E, G, H, P
W.60	Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.	C, G, H, P
W.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.	C, E, G, H, P
W.62	Explain reasons for the rapid decline of communist systems, including: <ul style="list-style-type: none"> <li>• Chernobyl nuclear disaster</li> <li>• Economic inefficiency</li> <li>• Fall of the Berlin Wall</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>	C, E, G, H, P
W.63	Analyze the political, economic, social, and geographic consequences of the collapse of communist governments and restructure of nation states in the former Soviet Union and Eastern Europe (e.g., Czech Republic, Slovakia, Ukraine, Armenia).	C, E, G, H, P

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Standard Number	Content Standard	Content Strand
W.64	Explain the causes and effects of German reunification on both West and East Germany.	C, E, G, H, P
W.65	Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans.	C, G, H, P

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

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

Standard Number	Content Standard	Content Strand
W.66	Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.	C, G, H, P
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).	C, E, G, H, P
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).	C, G, H, P
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.	C, E, G, H, P
W.70	Analyze the political, economic, ethnic, geographic (i.e., boundaries and features) and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption).	C, E, G, H, P
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.	C, G, H, P
W.72	Analyze the ongoing Arab-Israeli Conflict and the peace processes in the Middle East, including Camp David Accords.	C, G, H, P
W.73	Compare and contrast the causes and effects of modern genocide, including in Cambodia, Rwanda, and the former Yugoslavia.	C, E, G, H, P

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## Understanding the Contemporary World (1980s- present)

**Overview:** Students will analyze the major developments and globalization in the world since the end of the Cold War.

Standard Number	Content Standard	Content Strand
W.74	Describe significant economic development in the contemporary world, such as: <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>	C, E, G, H, P
W.75	Describe patterns of globalization and its impact in the contemporary world, such as: <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>• Resurgence of tribalism</li> </ul>	C, E, G, H, P
W.76	Describe significant social and political issues in the contemporary world, such as: <ul style="list-style-type: none"> <li>• Human Trafficking</li> <li>• Military Conflicts (e.g., Bosnia, Terrorism)</li> <li>• Territorial Disputes (e.g., Arab-Israeli Conflict)</li> <li>• Global terrorism</li> </ul>	C, E, G, H, P

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