

Kindergarten

The World Around Us

Course Description: *Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.*

Culture

K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.

K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.

K.3 Compare family traditions and customs among different cultures.

K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

Economics

K.5 Distinguish between wants and needs.

K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.

K.7 Explain the benefits of saving money.

K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.

K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.

K.10 Use words relating to work such as wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

Geography

K.11 Use correctly words and phrases that indicate location and direction, such as up, down, near, far, left, right, straight, back, in front of, and behind.

K.12 Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.

K.13 Identify the student's street address, city/town, school name, and Tennessee as the state in which they live.

K.14 Identify the location of Tennessee and the United States on a map.

Government and Civics

K.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules.

K.16 Demonstrate understanding that there are important national symbols by identifying:

- The American flag and its colors and shapes
- The Tennessee flag and its colors and shapes
- The words of the Pledge of Allegiance
- The Tennessee state flower (Iris) and bird (Mockingbird)
- The national symbols of the bald eagle, Statue of Liberty, and the White House

K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

K.18 Recognize and name the current President of the United States.

K.19 Use drawings, dictating, and writing to participate in shared research describing the role of the president.

K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president.

K.21 Explain the purpose of rules and laws.

K.22 Demonstrate good citizenship and examine the rights, privileges, and responsibilities of U.S. citizens as outlined in the Constitution.

History

K.23 Identify sequential actions, such as first, next, and last in stories and use them to describe personal experiences.

K.24 Use correctly words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday, last or next week, month, year; and present, past, and future tenses of verbs).

K.25 Identify days of the week and months of the year.

K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events.

K.27 Scan historic photographs to gain information and arrange in sequential order.

K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.

K.29 Use correctly the word “because” in the context of stories or personal experiences.

K.30 Participate in shared research and writing projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them:

- Martin Luther King, Jr. Day
- Presidents’ Day
- Memorial Day
- Independence Day
- Columbus Day
- Veterans’ Day
- Thanksgiving
- George Washington
- Abraham Lincoln

K.31 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee:

- David Crockett
- Sequoyah
- Andrew Jackson
- James K. Polk
- Andrew Johnson

- Alvin C. York
- Wilma Rudolph
- Elvis Presley

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First Grade

Tennessee's Place in America

Course Description: *First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and non-fiction texts from across the United States to gain a better understanding of the importance of these historical concepts. They will also discuss cultures and human patterns of places and regions in Tennessee. Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world. An emphasis will be placed on goods and services that originate in Tennessee. Students will demonstrate an understanding of how people interact with the environment locally and globally, which will be accomplished by building on previously learned geographic skills and concepts. This will include identifying major cities and physical features in Tennessee and the rest of the United States. Students will demonstrate an understanding of how the state and federal government functions and how government affects families.*

Culture

- 1.1 Explain with supporting details the culture of a specific place, such as a student's community and state.
- 1.2 Define multiculturalism as many different cultures living within a community, state, or nation.
- 1.3 Re-tell stories from folk tales, myths, and legends from other cultures.
- 1.4 Use collaborative conversations with diverse partners to discuss family customs and traditions.
- 1.5 Present a student's family culture through the use of drawing, writing, and/or multimedia.
- 1.6 Describe the meaning of the word Tennessee and its origin coming from a Cherokee Indian name, Tanasi.
- 1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, to include Cherokee, Chickasaw, Shawnee, Creek and Choctaw tribes.

Economics

- 1.8 Give examples of products (goods) that people buy and use.
- 1.9 Give examples of services (producers) that people provide.
- 1.10 Explain differences between goods and services and describe how people are consumers and producers of goods and services.
- 1.11 Describe goods and services that are exchanged worldwide

1.12 Examine different types of advertisements used to sell goods and services.

1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include but not limited to coal mining, music, tourism, automobile manufacturing, and the farming of tobacco, soybeans, cotton, cattle, and walking horses.

1.14 Examine and analyze economic concepts such as basic needs vs. wants and the factors that could influence a person to use money or save money.

Geography

1.15 Recognize basic map symbols, including references to land, water, cities and roads.

1.16 Define and locate the North and South Poles and the equator.

1.17 Identify the shapes of Tennessee and the United States on maps and globes.

1.18 Use cardinal directions on maps.

1.19 Locate Washington, D.C., the capital of the United States, and Nashville, the capital of Tennessee on a United States map.

1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.

1.21 Students will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.

1.22 Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, Clingmans Dome.

1.23 Students will identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.

1.24 Summarize in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.

Government and Civics

1.25 Identify the current city/county Mayor, Governor, and President, and explain their roles in government.

1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette.

1.27 Explain that our state's and country's laws are based upon the Constitution.

- 1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.
- 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.
- 1.30 Summarize that voting is a way of making choices and decisions.
- 1.31 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.
- 1.32 With guidance and support from adults, use a variety of digital tools to produce and publish an informational text on the importance of the voting process using facts and provide a concluding statement.
- 1.33 Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, to include but not limited to wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.
- 1.34 Create a visual representation, such as a graphic organizer, of Tennessee symbols, to include but not limited to, the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top, etc.). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail.

History

- 1.35 Place events in students' own lives in chronological order.
- 1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, such as now, in the past and in the future.
- 1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.
- 1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today to include forms of communication, types of clothing, types of technology, modes of transportation, types of recreation & entertainment.
- 1.39 Use informational text to help describe the importance of celebrating these national holidays:
- Martin Luther King, Jr. Day
 - Presidents' Day
 - Memorial Day

- Independence Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day

1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.

1.41 Students will identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.

1.42 Recognize historical events that helped shape our Nation and explain the role Tennessee played in these events: the American Revolution (Battle of Kings Mountain), the Civil War (last state to leave the nation and the first southern state to return), War of 1812 (Role of Andrew Jackson), World War I (Alvin C. York), and the ratification of the Nineteenth Amendment (Tennessee cast the deciding vote), World War II (Camp Campbell and Oak Ridge) and the Civil Rights Movement (Nashville sit-ins).

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from a Tennessee leader were important in the development of the state. Include specific evidence, drawings, and other visual aids to support the text. To include, but not limited to:

- Nancy Ward
- John Sevier
- Sequoya
- Sam Houston
- Andrew Jackson
- James K. Polk
- Sam Davis
- Andrew Johnson
- Casey Jones
- Alvin C. York
- Austin Peay
- Anne Dudley
- Cordell Hull

- Cornelia Fort
- Elvis Presley

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Second Grade

Life in the United States

Course Description: *Second grade students will learn about government and civics, economics, geography, and history by studying more about who they are as Americans. The chief purpose of this course is to help students understand their identity as American citizens and how our nation operates. They will examine the geography of the United States and its national symbols and landmarks. Students will explore the structure and purpose of government at the local, state, and national levels, and the responsibilities, rights, and privileges of the citizens of the United States. Second grade students will acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.*

Culture

- 2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts (North America, South America, Asia, Africa, Europe, and Australia).
- 2.2 Summarize stories from African folk tales and American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.
- 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.
- 2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.
- 2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.
- 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.

Economics

- 2.7 Compare and contrast the most important points authors' make in texts examining different types of producers and consumers in the community and larger United States.
- 2.8 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in texts that explain major products produced in the United States.

2.9 Describe how reasons support specific points the author makes in a text about major products and industries found in the United States.

2.10 Create a graphic organizer or concept map that describes how supply and demand influences production.

2.11 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.

2.12 Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.

2.13 Describe the purpose of a budget and create a simple budget using money to buy goods and services.

Geography

2.14 Compare how maps and globes depict geographical information in different ways.

2.15 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.

2.16 Construct a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the continent of North America.

2.17 Know and use legends, cardinal directions, and grids to determine locations on different types of maps.

2.18 Locate major cities, bodies of water, mountain ranges and rivers in the United States

- Cities: Boston, Chattanooga, Knoxville, Los Angeles, Memphis, Nashville, New Orleans, New York City, St. Louis, Washington D.C.
- Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans
- Rivers: Colorado, Cumberland, Mississippi, Tennessee
- Mountain Ranges: Alaska Range, Appalachian, Rockies

2.19 Compare physical features of the earth including, but not limited to, islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.

2.20 Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.

2.21 Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.

Government & Civics

2.22 Recite and analyze the lyrics of the Star Spangled Banner to determine the meaning of the song and its origins in the War of 1812.

2.23 Identify the location and summarize the significance of well-known sites, events, or landmarks in the United States such as, but not limited to, Mt. Rushmore, Black Hills, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace and Grand Canyon.

2.24 Compare the branches of Tennessee's government to the national government.

2.25 With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.

2.26 Create a graphic organizer to explain the three branches of government and the basic role of each.

2.27 Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.

2.28 Explain the development and consequences of rules in the United States including, but not limited to, traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.

2.29 Explain how human beings went from developing rules for small groups (as in early colonial times) to developing rules for larger and larger groups, including states and nations.

2.30 Identify the rights and responsibilities that students have as citizens and of the United States (voting at the age of 18, following rules, responsibility not to harm one another, and respect for each other's feelings and rights as given by the amendments).

2.31 Examine the amendments created to ensure all citizens are allowed the right to vote.

2.32 Compare the ways one becomes a citizen (by birth or naturalization).

History

2.33 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas or details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers, Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.

2.34 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.

2.35 Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.

2.36 Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.

2.37 Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.

2.38 Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, temporal words to signal event order, and providing a sense of closure.

2.39 Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.

2.40 Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.

2.41 Analyze primary and secondary source maps, photographs and artifacts for contradictions, supporting evidence, and historical details.

Third Grade

World Geography and Cultures

Course Description: *Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present. They will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will examine our connections to the past and the ways in which local, regional, and national governments and traditions have developed and left their marks on current societies. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. Students will understand the role of rules and laws in our daily lives and the basic structure of the United States government, with opportunities to compare different government systems. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based.*

Geography

In order for students to understand that geography influences the development of a region as well as the interactions between people and the environment, the geography content standards have been structured to be taught as an independent unit. Students will then utilize their geographic content knowledge and apply the skills within their study of the continents.

3.1 Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

3.2 Students understand how to use maps, globes, and other geographic representations, tools and technologies to acquire, process and report information.

3.3 Define common map and globe terms, including but not limited to: continent, country, mountain, valley, ocean, sea, lake, river, hemisphere, latitude, longitude, north pole, south pole, equator, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago

3.4 Students write the definition of a region in their own words.

3.5 Students use cardinal directions, map scales, legends and titles to locate major cities and countries in the world.

3.6 Identify locate, compare, and contrast the major continents and oceans: North America, South America, Europe, Asia, Australia, Africa, Antarctica, Atlantic, Pacific,

Indian, Southern, and Arctic.

3.7 Locate places on a map using cardinal and intermediate directions and longitude and latitude.

3.8 Students will examine major physical and political features on globes and maps. Physical features (topography) are: mountains, plains, plateaus, mesas, buttes deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, & seas. Political features (human created) are to include boundaries, cities, highways, roads and railroads.

3.9 Explain the difference between relative and absolute locations.

3.10 Interpret thematic maps of each continent (political, physical, population, resource, climate and polar projection map) utilizing title, legend, scale, and cardinal and intermediate directions.

3.11 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.

3.12 Know and use various text features (e.g., maps, graphs, charts, captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.

3.13 Explain how specific images contribute to and clarify a text. To include, but not limited to: diagrams, landforms, satellite photos, GPS system, maps, and charts.

3.14 Analyze primary and secondary source maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.

3.15 Interpret digital sources and informational text to describe how humans interact with their environment.

3.16 Trace the development of a product from its natural resource state to a finished product.

3.17 Analyze natural resources and how they have impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, and oil and gas, and their connections to global trade.

3.18 Discuss how unique weather forces impact the geography and population-of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought.)

3.19 Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.

3.20 Examine old world new world connections to holidays and events as they pertain to geography.

North America

3.21 Interpret different texts and primary sources to describe the major components of culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.22 Use information gained from timelines, primary sources and informational text to identify major historical events and patterns in North America. (C, G, H) Suggestions are:

- Mayan Culture
- Aztec Culture
- Colonial America
- America's Revolution
- Current events.

3.23 Use timelines and interpret historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H) Suggestions are: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, Barack Obama

3.24 Compare and contrast a (first hand) primary source and secondary source (a secondary account) of the same event or topic. (C, H)

3.25 Locate on a map, Canada, Mexico & Central America. (G)

3.26 Identify by shape, the 50 states of the U.S. (G)

3.27 Compare the relative size of Alaska to the continental United States. (G)

3.28 Identify on a map major cities and countries of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.) (G)

3.29 Locate the states and major cities that comprise a region on a map. (G)

3.30 Identify major physical features on a map (G):

- Rivers – Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee
- Mountain – Appalachian, Rockies, Alaska Range, Cascade
- Bodies of Water – Atlantic, Arctic, Pacific, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay
- Deserts – Death Valley, Great Basin
- Landform- Grand Canyon, Niagara Falls

3.31 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.32 Identify examples of scarcity in and around specific regions. (E, G)

3.33 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.34 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

3.35 Describe how goods and services are exchanged on local, regional and international levels to include transportation methods and bartering and monetary exchange. (C, E)

3.36 Compare & contrast landforms, climates, population, natural resources, and major cities of the three grand divisions of Tennessee. (E, G)

3.37 Discuss the structure and purpose of governance. (P)

3.38 Compare and contrast the national governments of Canada, New Mexico, and the United States.

3.39 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P)

South America

3.40 Conduct short research projects to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.41 Use timelines, primary sources, and historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H) Suggestions are:

- Inca Culture
- Amerigo Vespucci
- Panama Canal
- Current events.

3.42 Identify on a map major cities and countries of the continent (Bogota, Colombia; Lima, Peru; Rio de Janeiro, Brazil; Havana, Cuba). (G)

3.43 Identify major rivers and landforms in the continent (G):

- Rivers- Amazon
- Mountains- Andes
- Bodies of Water - Angel Falls, Straits of Magellan
- Landforms - Galapagos Islands, Caribbean Islands,

3.44 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.45 Identify examples of scarcity in and around specific regions. (E, G)

3.46 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.47 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

3.48 Identify the types of government found in South America and compare to the U.S. (Dictatorship and Democracy). (P)

Europe

3.49 Describe the diverse but unified nature of people within a continent or region identifying the distinct contribution made by their culture , such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.50 Use timelines, primary sources, and historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H,) Suggestions are:

- Olympics in Ancient Greece
- Roman Empire
- Monarchies
- European discovery of the New World
- Historical narratives of major European immigrant groups and their journeys to America
- Current events

3.51 Identify major cities and countries of the continent (London, United Kingdom; Paris, France; Madrid, Spain; Rome, Italy; Berlin, Germany, Moscow, Russia.) (G)

3.52 Identify major physical features (G):

- Rivers – Danube, Rhine
- Mountains - Alps, Ural Mountains
- Bodies of Water –Arctic Ocean, Mediterranean Sea, Black Sea,
- Landforms – Gibraltar

3.53 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, G)

3.54 Identify examples of scarcity in and around specific regions. (E, G)

3.55 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.56 Define single market economy. (E)

3.57 Identify major government systems in the continent and compare to the US. (United Kingdom/Spain: Constitutional Monarchy & France/Italy: Republic.) (P)

Africa

3.58 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.59 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H) Suggestions are:

- Ancient Egypt – pyramids, Nile River, Tutankhamen

- Bartholomew Diaz lands on Cape of Good Hope
- Nelson Mandela
- Kofi Annan
- Current Events

3.60 Identify major cities and countries of the continent (Egypt, South Africa, Libya, Kenya, Cairo.) (G)

3.61 Identify major rivers, landforms, and oceans in and surrounding the continent (G):

- Rivers – Nile, Niger, Congo
- Mountains – Kilimanjaro, Mt. Kenya
- Desert – Sahara
- Bodies of Water – Indian, Southern, Lake Victoria
- Landforms – Cape of Good Hope

3.62 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.63 Identify examples of scarcity in and around specific regions. (E, G)

3.64 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.65 Identify major government systems in the continent and compare to the US. (Democracy, Military, Monarchy, Republic) (P)

Australia

3.66 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.67 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H) Suggestions are:

- Indigenous cultural heritage of Aboriginal people and Torres Strait Islanders
- Captain James Cook and European Settlement
- Australia's Independence
- Current events

3.68 Identify major cities, states, and territories of the continent (Tasmania, New Zealand, Sydney, Melbourne, Brisbane).

3.69 Identify major rivers, landforms, and oceans in and surrounding the continent (G):

- Rivers – Finke, Murray
- Mountains- The Great Dividing Range: Blue Mountains & Kosciuszko Mountain
- Bodies of Water – Coral Sea and Lake Eyre
- Deserts - Great Victoria
- Landforms – The Great Divide, Ayers Rock, The Great Barrier Reef

3.70 Interpret a chart, graph or resource map of major imports and exports. (E)

3.80 Identify major government systems in the continent and compare to the U.S. (Constitutional Monarchy.) (G)

Asia

3.81 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.82 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H) Suggestions are:

- Mesopotamia, including the creation of the written alphabet
- Important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper
- The contributions and significance of Confucius
- Emperor Qin Shi Huang
- Marco Polo and trade along the Silk Route
- 2004 Indian Ocean Tsunami

3.83 Identify the major cities and countries of the continent (Tokyo, Japan; New Delhi, India; Beijing, China; Bangkok, Jerusalem, Bagdad)

3.84 Identify major physical features on a map (G):

- Rivers- Ganges, Yangtze, Yellow
- Mountains – Mount Everest, Himalayas,
- Bodies of Water-Artic, Indian, Dead Sea, Bering Sea, Caspian Sea
- Deserts- Arabian, Gobi
- Landforms- Tibet, Huangshan Range, Mesopotamia

3.85 Interpret a chart, graph or resource map of major imports and exports.

3.86 Describe how goods and services are exchanged on local and international levels.

3.87 Identify major government systems in the continent and compare to the U.S. (Communism, Constitutional Monarchy, Dictatorship,) (P)

Antarctica

3.88 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (C)

3.89 Use timelines and interpret historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, H) Suggestions are:

- James Clark Ross
- Richard E. Byrd
- South Magnetic Pole

3.90 Conduct a short research project to examine the Antarctic Treaty and how it relates to Antarctica's culture. (P)

3.91 Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. (E)

3.92 Read and interpret information about the impact of people on the environment. (E)

3.93 Identify major cities and countries of the continent: McMurdo Station (G)

DRAFT

Fourth Grade

The History of America (to 1850)

Course Description: *Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.*

The Land and People before European Exploration

Students describe the legacy and cultures of the major indigenous settlements of Tennessee

4.1 Students describe the legacy and cultures of the major indigenous settlements in Tennessee prior to the “civilized tribes” and their locations such as the Paleo, Archaic, Woodland, and Mississippian including but not limited to: (C, G, TN)

- Icehouse Bottom
- Eva Site
- Sellar’s Farm Site
- Mound Bottom
- Pinson Mounds
- Old Stone Fort

4.2 Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. (G)

4.3 Analyze and compare religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, Shawnee, Yuchi, and Chickasaw including but not limited to: (C, TN)

- principal chief
- summer and winter homes
- Beloved Women
- white jobs and red jobs
- recreation
- clans
- maternal designations

4.4 Describe the cooperation that existed between the Cherokee and Chickasaw Indians and how it resulted in the devastation of the Yuchi culture and expulsion of the Shawnee and Creek presence in Tennessee. (C, TN)

4.5 Create a visual display using multiple forms of media to identify with pictures geographic terms such as bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)

Age of Exploration (15th-16th Centuries)

Students trace the routes of early explorers and describe the early explorations of the Americas

4.6 Students trace the routes of early explorers and describe the early explorations of the Americas including but not limited to: (E, H)

- Christopher Columbus
- John Cabot
- Vasco Núñez de Balboa
- Ferdinand Magellan
- Amerigo Vespucci
- Giovanni da Verrazzano

4.7 Identify the entrepreneurial characteristics of early explorers and the technological developments that made sea exploration by latitude and longitude possible. (E, G)

4.8 Compare maps of the modern world with historical maps of the world before the Age of Exploration. (G)

4.9 Locate and explain the routes of the major land explorers of the United States and Tennessee, the distances traveled by explorers, their aims, obstacles, and accomplishments including but not limited to: (C, G, TN)

- Robert de La Salle
- Hernando de Soto
- Henry Hudson
- Juan Pardo
- Jacques Cartier

4.10 Locate the North, Central, Caribbean, and South American land claimed by European countries. (G)

4.11 Analyze the impact of exploration and settlement on the indigenous peoples and the environment including but not limited to military campaigns, Columbian Exchange, and European agricultural practices. (C, G)

4.12 Students identify the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names, architectural features, and language. (G)

Settling the Colonies to The 1700s

Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era

4.13 Summarize the failure of the lost colony of Roanoke and allow students to theorize what happened. (G, H)

4.14 Describe the early competition between European nations for control of North America and locate the colonization efforts of the Dutch, French, and Spanish on a map. (E, G, H, P)

4.15 Understand the major ways American Indians and colonists used the land, adapted to it, and changed the environment. (G)

4.16 Compare and contrast the differing views on ownership or use of land and the conflicts between them including but not limited to the Pequot and King Philip's Wars in New England. (G, P)

4.17 Explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s including but not limited to fur trade, military alliances, treaties, and cultural interchanges. (G, P)

4.18 Describe the conflicts between Indian nations, including the competing claims for control of land including but not limited to actions of the Iroquois, Huron. (G, P)

4.19 Analyze and explain the factors that led to the American Indians defeat, including the resistance of Indian nations to encroachment and effect on native language and culture. (C, H, P)

4.20 Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development. (G)

4.21 Explain the significance of the relative location of a place including but not limited to proximity to a harbor, on trade routes when reviewing the settlement patterns of colonists. (E, G)

4.22 Identify major leaders and groups responsible for the founding of the original colonies in North America and the reasons for their founding including but not limited to: (P)

- Lord Baltimore, Maryland
- John Smith, Virginia
- Bartholomew Gosnold, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts

4.23 Draw from informational text how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)

4.24 Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. (P)

4.25 Contrast these democratic ideals and practices with the presence of enslavement in all colonies. (P)

4.26 Outline the religious aspects of the earliest colonies including but not limited to: (C)

- Puritanism in Massachusetts
- Anglicanism in Virginia
- Catholicism in Maryland
- Quakerism in Pennsylvania

4.27 Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures. (E, G)

4.28 Summarize how African-American culture was different from their African past. (C)

4.29 Explain how the British colonial period created the basis for the development of political self-government and a free-market economic system including but not limited to *Mayflower Compact* and *Fundamental Orders of Connecticut*. (E, P)

4.30 Identify and evaluate instances of both cooperation and conflict between American Indians and European settlers and the impact it had on religious practices, land use, political structures, health and health systems. (C, E, P)

4.31 Locate and label a map the location of the settlements of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)

4.32 Summarize the events that lead to the new colonies of Rhode Island, Delaware, Connecticut, Pennsylvania, Maryland, the Carolinas, and Georgia. (C, G, P)

4.33 Summarize the events that lead many Scots Irish to migrate from England to Ireland to North America and eventually Tennessee. (C, P, TN)

4.34 Trace the later exploration routes of James Needham and Gabriel Arthur into Tennessee and those of Marquette and Jolliet by river and explain the purpose of their travels. (G, P, TN)

4.35 Explain the impact of individuals who created interest in land west of the Appalachian Mountains including but not limited to: (C, G, TN)

- Daniel Boone
- William Bean
- Uriah Stone
- Thomas Sharpe Spencer
- Kasper Mansker
- Dr. Thomas Walker
- Richard Henderson

Primary Documents and Supporting Texts to Read: excerpts from the Mayflower Compact; excerpts from the Fundamental Orders of Connecticut

The War for Independence (1760-1789)

Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee

4.36 Describe the course, consequence, and outcome of the French and Indian War including the massacre at Fort Loudoun. (C, G, P, TN)

4.37 Explain the effects of transportation and communication on American independence including but not limited to long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication. (C, E)

4.38 Explain how political, religious, and economic ideas and interests brought about the Revolution including but not limited to: (C, E, P)

- resistance to imperial policy
- the Stamp Act
- the Townshend Acts
- taxes on tea
- “*taxation without representation*”
- Coercive Acts

3.39 Explain the different forms of protests Americans used to try and change British policies such as the Boston Tea Party, tar and feathering, letter writing, and boycotts. (E, P)

4.40 Explain the events leading to the Battle of Alamance between Regulators and the North Carolina colonial government and why the outcome resulted in more settlements in Tennessee. (P, TN)

4.41 Write a short research piece summarizing the events of Tennessee’s first settlement and settlers including the Watauga Purchase, Watauga Compact, Transylvania Purchase and the Treaty of Sycamore Shoals, James Robertson, Little Carpenter, Dragging Canoe, Nancy Ward, and Richard Henderson. (H, P, TN)

4.42 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)

4.43 Identify the people and events associated with the drafting and signing of the *Declaration of Independence*. (H, P)

4.44 Draw evidence from the Declaration of Independence to determine its significance in identifying colonial grievances and make arguments in declaring independence from Great Britain. (P)

4.45 Analyze the views, lives, and influences of key leaders during this period including but not limited to: (P)

- King George III
- Patrick Henry
- Alexander Hamilton
- Thomas Jefferson
- George Washington
- Benjamin Franklin
- Thomas Paine
- John Adams

4.46 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C)

4.47 Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War including but not limited to: (G, H, TN)

- Lexington and Concord
- Bunker (Breed’s) Hill

- Princeton and Trenton
- Saratoga
- King's Mountain
- Yorktown

4.48 Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides. (P)

4.49 Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution including but not limited to the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)

4.50 Write an opinion piece explaining how the ideals set forth in the *Declaration of Independence* changed the way people viewed slavery with supporting detail. (E, P)

4.51 Explain how the Revolution affected the Watauga Settlement including but not limited to: (P, TN)

- Washington District
- Cherokee War
- Nancy Ward
- Treaty of Long Island
- Chickamauga Petitions
- Watauga Petitions

4.52 Integrate from several texts describing the different roles women played during the Revolution including but not limited to Abigail Adams, Martha Washington, Phillis Wheatley, and Mercy Otis Warren. (C, E)

4.53 Explain the reasons, plan, and difficulty in creating the new Cumberland Settlement including but not limited to: (G, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter
- river travel
- Cumberland Compact
- Battle of the Bluffs

4.54 Explain the impact the ending of the Revolution had on Tennessee compared to the United States including but not limited to movement west, new government, and new boundaries. (G, P, TN)

Primary Documents and Supporting Texts to Read: Declaration of Independence; excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry

Creating a New Government

Students describe the people and events associated with the development of the Constitution.

4.55 Explain the reasons for the adoption of the Articles of Confederation and how its weaknesses eventually led to its failure and motivated the Watauga leaders to form the State of Franklin including but not limited to no power to tax, weak central government, and Shays' Rebellion. (P, TN)

4.56 Identify the various leaders of the Constitutional Convention and describe the major issues they debated including but not limited to distribution of power, rights of individuals and states, Great Compromise, and slavery. (C, E, H)

4.57 Explain the ratification process and write a short piece defending the proposal of the Constitution with supporting facts. (P)

4.58 Describe the significance of the Constitution of 1787, including the struggles over its ratification and the reasons for the *Bill of Rights* including but not limited to Virginia Plan, New Jersey Plan, Great Compromise, Federalists, and Antifederalists. (P)

4.59 Describe how the Constitution is designed to secure our liberty by both empowering and limiting central government including but not limited to separation of powers, checks and balances, preamble, and amendments. (P)

4.60 List and interpret the American ideals expressed in the song "America the Beautiful". (C, P)

Primary Documents and Supporting Texts to Read: Preamble of the Constitution; excerpts from Articles 1, 2, and 3 of the United States Constitution; the Bill of Rights; excerpts from Abigail Adams letters to John Adams; excerpts from the journal of John Donelson from the journey to the Cumberland Settlement

The New Nation's Westward Expansion (1790-1850)

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.

4.61 Describe the events, precedence, and successes of the presidency of George Washington and list his cabinet members. (H)

4.62 Explain the events that lead to the creation of Washington D.C. including but not limited to Pierre L'Enfant. (H)

4.63 Label and locate the Territory South of the River Ohio on a map, identify its leaders, and explain how it was the first step to statehood including but not limited to William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)

4.64 Explain the political fight and the compromise that allowed Tennessee to become a state including but not limited to Joseph McMinn, Federalist v. Republicans, and Albert Gallatin. (H, P)

4.65 Write an opinion piece using supporting detail explaining the political beliefs of John Adams and Thomas Jefferson and contrast their actions as president. (H, P)

4.66 Detail the events, struggles, success and main people of the Corps of Discovery and map

the route across the continent including but not limited to Louisiana Purchase, Lewis and Clark, Sacagawea Zebulon Pike, and John Frémont. (G, H, P)

4.67 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West including but not limited to location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

4.68 Write a short research piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west including but not limited to: (C, G, H, P, TN)

- Cumberland Gap
- Natchez Trace
- Jackson Purchase
- transportation
- housing
- location
- food
- clothing
- gender roles
- education
- entertainment

4.69 Explain the causes, course, and consequences of the War of 1812 including but not limited to: (H, P)

- trade restrictions
- impressment
- war hawks
- Tecumseh
- U.S.S. Constitution
- Tippecanoe
- William Henry Harrison
- burning of Washington D.C.
- Francis Scott Key

4.70 List and interpret the American ideals expressed in the song “The Star-Spangled Banner”. (P)

4.71 Analyze and describe the role of Tennessee in the War of 1812 including but not limited to: (H, TN)

- Andrew Jackson
- Battle of Horseshoe Bend
- Sam Houston
- Volunteers
- Battle of New Orleans

4.72 Explain the reasons for the rivalry between Sevier and Jackson and how this impacted the rivalry between Middle and East Tennessee. (H, P, TN)

4.73 Write a short story describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee with supporting text. (G, H, TN)

4.74 Describe and explain the contributions of Sequoyah. (C, H, TN)

4.75 Explain the controversy of the election results of 1824 and 1828. (H)

4.76 Describe the major events in Jackson's presidency including the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (H)

4.77 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west including but not limited to: (C, G, H, TN)

- Treaty of New Echota
- John Ross
- John Ridge
- collection camps
- Trial of Tears

4.78 Integrate information from two texts explaining the events that led Texas to fight for independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)

Primary Documents and Supporting Texts to Read: "The Star Spangled Banner", Francis Scott Key; excerpts from letters of Meriwether Lewis from the Corp of Discovery

The Growth of The Republic (1800-1850)

Students describe the emergence of a fledgling industrial economy. Students describe the rapid growth of slavery in the South after 1800 and the abolition movement to end slavery.

4.79 Analyze and describe the changes occurring in the United States after the War of 1812 and site evidence of these changes in Tennessee including but not limited to Industrial Revolution, mass production, gristmills, steamboats, and the 2nd Great Awakening. (C, H, TN)

4.80 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)

4.81 Describe the mechanization of cleaning cotton with cotton gin/textile industries. (E)

4.82 Describe how the manufacturing economy supplements agricultural economy. (E)

4.83 Explain the emerging urbanization in the North. (G)

4.84 List and explain the changes in the new Tennessee State Constitution of 1834 and defend your support or opposition of it with supporting facts including but not limited to public education, state capital location deadline, slavery, voting qualifications. (C, P, TN)

4.85 Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (C, E, P)

4.86 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)

4.87 Identify the characteristics of slave life on plantations across the South and farms in the North. (C, E, P)

4.88 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including but not limited to Texas statehood, expansion of the country, one term promise. (H, P)

4.89 Draw evidence from informational texts explaining the cause, course, and consequence of the Mexican War including but not limited to Winfield Scott. (H)

4.90 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P)

- Dorothea Dix and her quest for prison reform and help for the mentally ill
- Horace Mann and public education
- Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement
- Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery

4.91 Write informative text describing the search for gold in California and how the Gold Rush moved east to places such as Colorado and the Dakotas. (C, E, G)

4.92 Explain the events, political debate and concerns, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)

4.93 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features including but not limited to mountain ranges, principal rivers, and dominant plant regions. (G)

Primary Documents and Supporting Texts to Read: excerpts from the writings of Frederick Douglass

Fifth Grade

The History of America (from 1850)

Course Description: *Fifth grade students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and Industrial America. They will explore the major military, economic, social, and political events of the early twentieth century, such as World War I and the Great Depression. Students will describe the key events and accomplishments of the Civil Rights Movement in the United States and the nation's growing role in world affairs, from World War II to modern day. In addition, they will analyze structures of power and authority and develop civic efficacy, which requires understanding rights, responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the United States. Students will further study the unique historical, economic, social, and cultural developments of Tennessee, and learn how our state impacted our nation and the world. Students will develop research, analytic, and critical thinking skills through the evaluation of evidence, interpretation of primary sources, and the construction of sound historical arguments and perspectives.*

Prior to Civil War

Students summarize the events leading up to the Civil War

- 5.1 Compare the myth of the Antebellum South to the realities of the region including but not limited to the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)
- 5.2 Interpret sectional difference between the North and the South in economics, transportation, and population. (C, E)
- 5.3 Identify and map the location of the major southern and northern states and cities in 1861. (G)
- 5.4 Explain how geography divides Tennessee into three divisions and played a role in Nashville being chosen as the state capital over Murfreesboro, Knoxville, and Clarksville. (G, TN)
- 5.4 Identify the abolition leaders and use primary sources to analyze multiple accounts of why their statements of slavery is wrong including but not limited to: (C, P)
- Sojourner Truth
 - Frederick Douglass
 - the Grimke sisters
 - William Lloyd Garrison
- 5.5 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century including but not limited to: (C, P)
- Missouri Compromise
 - Uncle Tom's Cabin
 - Compromise of 1850
 - Brooks attack on Sumner

- Kansas-Nebraska Act
- John Brown's Raid

5.6 Analyze the Dred Scott case and its impact on Dred Scott, citizenship of slaves and free blacks, and people in the North and South. (C, P)

Primary Documents and Supporting Texts to Read: *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

Primary Documents and Supporting Texts to Consider: excerpts from *Narrative of the Life of Frederick Douglass*, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison

The Civil War and Reconstruction (1860-1877)

Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.

5.7 Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states. (P)

5.8 Explain the candidacy of John Bell of Tennessee and the Constitutional Union Party as the compromise choice in the 1860 presidential election. (H, P, TN)

5.9 Explain why Tennessee was divided on the issue of seceding and the events that led it to eventually leave the Union and list these divisions including but not limited to: the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)

5.10 Determine the meaning and identify the terms of this period with a visual representation including: (G, C)

- Union and Confederate States
- Yankees and Rebels
- Blue and Gray
- Johnny Reb and Billy Yank

5.11 Analyze the strengths and weakness of the North and South.

5.12 Identify the Border States and the efforts of both sides to secure them to their cause. (H)

5.13 Students create a visual display to explain the Union's Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H)

5.14 Explain the significance and outcome of the major battles and identify their location on a map or visual representation including but not limited to: (G, H, TN)

- Fort Sumter
- Manassas
- Fort Henry and Fort Donelson
- Shiloh
- Antietam

- Stones River
- Fredericksburg
- Chancellorsville
- Fort Pillow
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Appomattox Court House

5.15 Identify the military and civil leaders during the Civil War including but not limited to: (C, H)

- Abraham Lincoln
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- Frederick Douglass
- Clara Barton

5.16 Write an opinion piece using supporting details defending or arguing the constitutionality of the suspension of *habeas corpus* during the war. (P)

5.17 Students read and write an informative piece summarizing the *Gettysburg Address* to determine its meaning and significance. (H)

5.18 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, S)

5.19 Identify the contributions of Tennesseans during the war including but not limited to: (H, TN)

- Nathan Bedford Forrest
- Sam Watkins
- Andrew Johnson
- Governor Brownlow
- Matthew Fontaine Maury
- Rhea County Spartans

5.20 Evaluate and debate the rationales for the *Emancipation Proclamation*. (P, S)

5.21 Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, TN)

5.22 Describe the physical and economic destruction of the South. (E, G)

5.23 Describe the assassination of Abraham Lincoln and its impact on the nation. (H)

5.24 Identify the goals and accomplishments of the Freedmen's Bureau, Fisk University, and the 13th, 14th, and 15th Amendments to help former slaves begin a new life. (H, P)

5.25 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)

5.26 Explain the intent and failure of the impeachment of Andrew Johnson. (H, TN)

5.27 Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)

5.28 Explain the impact of the state constitutional convention of 1870 and identify the impact of the new state constitution including poll taxes, segregation, and funds for public education. (P, TN)

5.29 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)

5.30 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and how Robert R. Church, Sr. became the first African American millionaire in the South because of it. (G, H)

Primary Documents and Supporting Texts to Read: *The Gettysburg Address*, Abraham Lincoln; *The Emancipation Proclamation*; *Second Inaugural Address*, Abraham Lincoln; *The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution*; the Retrospective excerpts in *Co. Aytch*, Sam Watkins

Industrial America and Westward Expansion

Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation's growing role in world affairs.

5.31 Describe the candidates, the campaign, and outcome of the governor's election of 1886. (P, TN)

5.32 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and have students identify examples including but not limited to Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing. (E, H, TN)

5.33 Explain the impact and the connection of the rapid growth of urban areas, increase in railroads, and influx of immigrants on the nation and state. (H)

5.34 Identify and map the sources of new immigration from Southern and Eastern Europe, China, Korea, and Japan, with particular attention to the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (G)

5.35 Describe why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. (C, P)

5.36 Analyze the appeal of the Great Plains to settlers and immigrants including but not limited

to geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)

5.37 Describe the role of Buffalo Soldiers in settling the West including but not limited to Tennessee native George Jordan. (H, TN)

5.38 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains. (C, H)

5.39 Describe the Gilded Age including but not limited to the rise of political machines, major scandals, and economic disparity between farmers, wage earners, and industrial capitalists including the following:

- Boss Tweed
- Whiskey Ring
- Garfield's assassination
- Bureau of Indian Affairs

5.40 Describe child labor and working conditions in factories. (H)

5.41 Analyze the formation of unions, the role of Samuel Gompers and the AFL to change the working conditions. (H)

5.42 List important business leaders, inventors, and entrepreneurs and the impact they had on American society including but not limited to: (E, H)

- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

5.43 Write informational text describing the 1897 Centennial Exposition including its purpose, sights, exhibits, and impact on the state. (TN)

5.44 Explain the cause, course, and consequences of the Spanish American War including but not limited to:

- yellow journalism
- USS Maine
- USS Nashville
- Rough Riders

5.45 Students locate and create a visual representation identifying Tennessee, the United States, Cuba, Spain, Puerto Rico, and the Philippines on a map. (G)

5.46 Identify major goals of the Progressive Era including but not limited to attacking racial discrimination, child labor, big business, conservation, and alcohol use. (C, P)

5.47 Identify progressive leaders with their reform efforts including but not limited to Roosevelt

and conservation, Jane Addams and settlement houses, and Jacob Riis and tenement housing. (C)

5.48 Analyze the achievements and struggles of the Progressive Era including but not limited to:

- Anti-Trust laws
- new government regulations
- 16th, 17th, 18th and 19th Amendments
- Carmack and Cooper feud
- Prohibition
- immigration reform

5.49 Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention and end segregation and lynching with boycotts. (C, H, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *How the Other Half Lives*, Jacob Riis; excerpts from *The Jungle*, Upton Sinclair

World War I, The Roaring Twenties, and World War II

Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II.

5.50 Identify the reasons for American entry into World War I and its leadership role at the conclusion of the war including but not limited to submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)

5.51 Locate and map the countries of the Central and Allied Powers during World War I. (G)

5.52 Explain the roles of significant people and groups in World War I including but not limited to Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H)

5.53 Explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson's League of Nations. (P)

5.54 Identify the roles of Anne Dallas Dudley, Elizabeth Avery Meriwether, Lizzie Crozier French, Sue Shelton White, Abby Crawford Milton, Harry Burn, Josephine Pearson, and Governor Roberts in the fight for women's suffrage and Tennessee as the "Perfect 36." (P, TN)

5.55 Describe the "Roaring Twenties" cultural growth including but not limited to the following: (C, TN)

- ragtime, jazz, blues music
- W.C. Handy, Bessie Smith
- automobiles, radios, and nickelodeons
- Harlem Renaissance
- WSM, Grand Ole Opry, DeFord Bailey, and Uncle Dave Macon
- Charles Lindbergh and the Spirit of St. Louis
- mass production, "just in time" inventory, appliances
- Henry Ford and Clarence Saunders

5.56 Describe the events of the Scopes Monkey Trial in Dayton, Tennessee. (P, TN)

5.57 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s. (E)

5.58 Describe the events that caused the Great Depression and its impact on the nation and Tennessee including mass unemployment, Hoovervilles, and soup kitchens. (E, H)

5.59 Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies including but not limited to: (E, H, TN)

- Social Security
- Civilian Conservation Corps
- Federal Deposit Insurance Corporation
- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

5.60 Identify the causes and effects of the Dust Bowl of the 1930s. (E, G, C)

5.61 Describe and explain the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

5.62 Describe the bombing of Pearl Harbor and its impact on the United States including the USS Arizona and Tennessee and America's entry in the war. (H)

5.63 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)

5.64 Describe Tennessee's military efforts in World War II including but not limited to Forts Campbell, Forrest, and Tyson, Seward Air Force Base, and the Tennessee Maneuvers. (H, TN)

5.65 Explain the home front efforts during the war including but not limited to rationing, victory gardens, The Rosie the Riveter ideal, the all-female government of Spencer, Tennessee, and Cornelia Fort. (H, TN)

5.66 Write an informative text comparing the Holocaust in Europe with the internment of Japanese Americans. (H)

5.67 Explain the German surrender and reasons for the European division of Germany. (G, H)

5.68 Explain the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)

5.69 Describe the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)

5.70 Explain the events of the "Battle of Athens" in Tennessee after the war. (TN)

Primary Documents and Supporting Texts to Read: Zimmerman Telegram; letter to Harry Burn from his mother

The Modern United States

Students will examine the history of the United States since the conclusion of World War II.

5.71 Describe the growth of suburbs, home ownership, and the mass media, Interstate Highway System, and a consumer society after the war. (C)

5.72 Determine the meaning, cause, and events of the “Cold War” including but not limited to the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (H)

5.73 Identify the causes and events that led to the Korean War, its outcome, and the use of United Nations peacekeeping troops. (H)

5.74 Describe the significance in of Tennessee in popular music including but not limited to Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)

5.75 Examine and analyze the key events and struggles during the Civil Rights Movement including but not limited to: (C, H)

- Brown v. Board of Education
- Central High School
- Montgomery Bus Boycott and Rosa Parks
- Birmingham bombings 1963
- Freedom Rides
- March on Washington and Martin Luther King, Jr.
- sit-ins, marches, demonstrations, boycotts
- Assassination of Martin Luther King, Jr.

5.76 Describe the role of Tennessee in the Civil Rights Movement including but not limited to the Columbia Race Riots, the integration of Clinton High School, the Highlander Center, sit-ins in Nashville, Diane Nash, John Seigenthaler, and Tent Cities. (C, TN)

5.78 Compare Estes Kefauver and Robert Kennedy’s fight against organized crime to the exploits of Sheriff Buford (Pusser) and his efforts to eliminate the State Line Mob. (TN)

5.79 Explain the effect President Kennedy’s assassination had on the country including but not limited to passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)

5.80 Contrast President Johnson’s leadership in creating The Great Society program and our involvement in the Vietnam War. (H, P)

5.81 Explain the cause, controversy of, and outcome of the Vietnam War. (H)

5.82 Explain the successes and failures of President Nixon including but not limited the end of the Vietnam War, the trip to China, Watergate, and resignation. (H, P)

5.83 Describe the causes and outcome of the energy crisis of the 1970s. (H)

5.84 Explain the impact of Tennessee native Alex Haley’s *Roots* on the nation. (C, TN)

5.85 Analyze the significant events during President Reagan's presidency including but not limited to: (C, E, H)

- return of national pride
- economic recovery
- Challenger disaster
- ending of the Cold War
- immigration policy change

5.86 Explain the events that lead to the Persian Gulf War and its outcome. (H)

5.87 Identify and explain the significant achievements of entrepreneurs and innovators including but not limited to: (C, E)

- Ray Kroc
- Lee Iacocca
- Sam Walton
- Bill Gates
- Jeff Bezos
- Michael Dell
- Steve Jobs
- Mark Zuckerberg

5.88 Explain the reasons for and outcome of the Supreme Court case *Bush v. Gore* and its impact on the election of 2000. (P)

5.89 Analyze the increase in terrorism, tragedies of September 11, 2001, the intervention in Afghanistan, and the war in Iraq. (H)

5.90 Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. (H)

Primary Documents and Supporting Texts to Read: "I Have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.; excerpts from *Roots*, Alex Haley

Sixth Grade

World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

Course Description: *Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.*

Human Origins in Africa through the Neolithic Age:

Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age which led to the development of civilizations.

- 6.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (C, H)
- 6.2 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 6.3 Describe the characteristics of the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)
- 6.4 Explain the importance of the invention of metallurgy and agriculture. (E, H)
- 6.5 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)
- 6.6 Summarize how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (G, H)
- 6.7 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P)
 - the presence of geographic boundaries and political institutions
 - an economy that produces food surpluses
 - a concentration of population in distinct areas or cities
 - the existence of social classes
 - developed systems of religion, learning, art, and architecture
 - a system of record keeping
 - technology
- 6.8 Recognize time designations and the abbreviations, including:
 - B.C.

- B.C.E.
- A.D.
- C.E.
- circa (c. or ca), decades, centuries, prehistoric, historic

Primary Documents and Supporting Texts to Read: Digital collections of early African art and tools, including cave paintings and spears

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.

6.9 On a historical map, locate and describe the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (E, G, H)

6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)

6.11 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)

6.12 Describe how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (C, E, H)

6.13 Analyze the important achievements of Mesopotamian civilization, including but not limited to its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H)

6.14 Evaluate the significance of Mesopotamian leaders, including but not limited to Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (C, E, H)

Primary Documents and Supporting Texts to Read: excerpts from the *Epic of Gilgamesh*; digital collections of the ancient Mesopotamian plow, wheel, sailboat, cuneiform tablets, and the stylus

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.

6.15 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)

6.16 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H)

6.17 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)

6.18 Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)

6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H)

- the agricultural and irrigation systems
- the invention of a calendar
- main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza
- evolution of writing- hieroglyphics
- the invention of papyrus

6.20 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. (E, H)

6.21 Understand and evaluate the significance of the following: (C, H, P)

- Menes
- King Tut
- Queen Hatshepsut
- Ramses the Great

6.22 Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. (C, E, G, H, P)

6.23 Analyze the relationship between religion and the social and political order in Mesopotamia and Egypt. (C, H, P)

Primary Documents and Supporting Texts to Read: Digital collections of Egyptian Pyramids, including the Pyramids and Sphinx at Giza; digital collections of the Pyramid Texts on the wall of the burial chamber of the Pyramid of Teti, Saqqara; digital collections of documents written on papyri

Ancient India:

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.

6.24 Locate and describe the major river systems, including Indus and Ganges, and evaluate the importance of each. (C, E, G, H, P)

6.25 Analyze the significance of the Aryan invasions. (C, H, P)

6.26 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. (C, H)

6.27 Outline the social structure of the caste system and explain its effect on everyday life in India society. (C, E, H, P)

6.28 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. (C, H)

6.29 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)

6.30. Identify the important aesthetic and intellectual traditions, including but not limited to Sanskrit literature, including the *Bhagavad Gita*, *Ramayana*, and the *Mahabharata*; medicine; metallurgy; mathematics, including Hindu-Arabic numerals and the zero. (C, E, H)

Primary Documents and Supporting Texts to Read: excerpts from the epic Hindu literature *Bhagavad Gita*; excerpts from *Ramayana*; excerpts from *Mahabharata*; excerpts from Hindu Search for Divine Reality: *The Upanishads*; excerpts from the Buddha's *Two Lessons*

Ancient China:

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.

6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. (C, G, H)

6.32 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. (G, H)

6.33 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. (C, H)

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)

6.35 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. (H, P)

6.36 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)

6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)

6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)

Primary Documents and Supporting Texts to Read: excerpts from The Mandate of Heaven: *The Classic of History*; excerpts from Confucius' *The Analects*

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.

6.39 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt,

Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)

6.40 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (C, H, G)

6.41 Describe the monotheistic religion of the Israelites, including: (C, H)

- the belief that there is one God
- the Ten Commandments
- the emphasis on individual worth and personal responsibility
- the belief that all people must adhere to the same moral obligations, whether ruler or ruled
- the Hebrew Bible (Old Testament) as part of the history of early Israel

6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P)

6.43 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from the *Old Testament*

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.

6.44 On a historical map of the Ancient Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. Locate Asia Minor, Phoenicia, the Aegean, and the Red Sea. On a modern map of the Mediterranean, Europe, the United Kingdom, the Middle East, and the Indian subcontinent, locate the United Kingdom, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (G, H)

6.45 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)

6.46 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship. (C, H, P)

6.47 Explain why the government of ancient Athens is considered the beginning of democracy and representative government, and explain the development of democratic political concepts in ancient Greece, including: (C, H, P)

- the "polis" or city-state
- civic participation and voting rights
- legislative bodies
- constitution writing
- rule of law

- 6.48 Compare and contrast life in Athens and Sparta. (C, H)
- 6.49 Describe the status of women and functions of slaves in ancient Athens. (C, H)
- 6.50 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (C, H, G)
- 6.51 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)
- 6.52 Describe the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)
- 6.53 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)
- 6.54 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events, and where and how we see their names used today. (C, H)
- 6.55 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)
- 6.56 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, G, H)
- 6.57 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H)
- Thales (science)
 - Pythagoras and Euclid (mathematics)
 - Hippocrates (medicine)
 - Socrates, Plato, and Aristotle (philosophy)
 - Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - the development of the first complete alphabet, with symbols representing both consonants and vowels

Primary Documents and Supporting Texts to Read: excerpts from Homer's *Iliad* and *the Odyssey*; excerpts from Pericles' *Funeral Oration*; excerpts from *Alexander* by Plutarch; excerpts from *Aesop's Fables* (or the *Aesopica*); excerpts from Aristotle's *The Athenian Constitution*; excerpts from *The Battle of Marathon*; excerpts from *Everyday Life in Ancient Greece* (4th Century BC)

The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.

- 6.58 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)
- 6.59 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)

6.60 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including but not limited to Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

6.61 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including but not limited to rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)

6.62 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P)

- Military organization, tactics, and conquests; and decentralized administration
- the purpose and functions of taxes
- the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- the benefits of a Pax Romana

6.63 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P)

6.64 Describe the characteristics of slavery under the Romans. (C, E, H)

6.65 Describe the origins and central features of Christianity and its similarities and differences to Judaism. (C, G, H, P)

- monotheism
- the belief in Jesus as the Messiah and God's son who redeemed humans from sin (belief in the Trinity)
- the concept of resurrection
- the concept of salvation
- belief in the Old and New Testament
- the lives and teachings/contributions of Jesus and Saint Paul
- the relationship of early Christians to officials of the Roman Empire

6.66 Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, and explain how internal forces, including the rise of autonomous military powers, political corruption, and economic and political instability, and external forces, including shrinking trade, invasions, and attacks by Germanic tribes, led to the decline and fall of the Roman Empire. (E, G, H, P)

6.67 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (C, H, P)

6.68 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)

Primary Documents and Supporting Texts to Read: excerpts from Roman Literature, including Ovid's *Metamorphoses*; excerpts from *A Dead Sea Scroll: The Essenes' Manual of Discipline*; excerpts from *The Assassination of Julius Caesar*, (44 BC); excerpts from

Gladiators, (50 AD); excerpts from the *New Testament*; Art sculptures depicting Romulus and Remus, Ancient bust of Julius Caesar, discovered by French archaeologist divers scouring the bottom of the Rhône in the southern town of Arles, which Caesar founded in 46 B.C., digital collections of authentic ancient Roman Art and Architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges

DRAFT

Seventh Grade

The Middle Ages to the Exploration of the Americas

Course Description: *Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world.*

Review of the Fall of the Roman Empire

The legacy of the Roman Empire and the consequences of the fall of Roman Empire.

- 7.1 Identify the legacy of the Roman Empire with the transmission of Christianity. (C, H)
- 7.2 Describe the consequences of the fall of the Roman Empire to the world. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from Eusebius of Caesarea, "Ecclesiastical History," that describe Constantine

Middle Ages in the Islamic World, 400 C.E. - 1500

Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

- 7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water including, but not limited to: Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris & Euphrates Rivers, Nile River. (G)
- 7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)
- 7.5 Trace the origins of Islam and the life and teachings of the Prophet Muhammad, including Islamic teachings on its historical connections to Judaism and Christianity. (C, H)
- 7.6 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, P)
- 7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C)

7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C)

7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G)

7.10 Examine the art and architecture including, but not limited to the Taj Mahal during the Mughal period. (C)

7.11 Explain the importance of Mehmed II the Conqueror and Suleyman the Magnificent. (P)

7.12 Describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, P)

7.13 Identify the modern day location of the Byzantine Empire and the importance of its capital city, Constantinople in 1453. (C, E, G, P)

Primary Documents and Supporting Texts to Consider: excerpts from *The Hadith*, Muhammed; excerpts from *The Book of Golden Meadows*, Masoudi

Middle Ages in Africa, 400 C.E. - 1500

Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

7.14 Analyze the growth of Ghana, Mali, and Songhai kingdoms including, but not limited to: trading centers such as Timbuktu and Jenne, which would later develop into centers culture and learning. (C, E, G, H, P).

7.15 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, H, P)

7.16 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)

7.17 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)

7.18 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)

7.19 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from *Sundiata: An Epic of Old Mali*

Middle Ages in China, 400 C.E. - 1500

Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

7.20 Identify the physical location and major geographical features of China including, but not limited to: Yangtze River, Yellow River, Himalayas, Plateau of Tibet, Gobi Desert. (G)

7.21 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H)

7.22 Analyze the role of kinship & Confucianism in maintaining order & hierarchy. (C, H, P)

7.23 Describe and summarize the significance of the rapid agricultural, commercial, and technological development during the Song dynasties. (C, E, H)

7.24 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including, but not limited to: papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)

7.25 Describe and locate the Mongol conquest of China including, but not limited to: Ghengis Khan, Kublai Khan. (G, H, P)

7.26 Describe the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)

7.27 Analyze the contributions made during the Ming Dynasty such as building projects including, but not limited to: the Great Wall and the Forbidden City, isolationism, and sea voyages. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from *The Analects*, Confucius

Middle Ages in Japan, 400 C.E. - 1500

Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

7.28 Explain the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)

7.29 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)

7.30 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H,P)

7.31 Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as *The Tale of Genji*, one of the world's first novels. (C, H)

7.32 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)

Primary Documents and Supporting Texts to Read: excerpts from *The Tale of Genji*

Middle Ages in Europe, 400 C.E. - 1500

Students analyze the geographic, political, economic, social, and religious structures of the civilizations.

7.33 Identify the physical location and features of Europe, including, but not limited to: the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea. (G)

7.34 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)

7.35 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs including, but not limited to: Charlemagne, Gregory VII, and Emperor Henry IV. (H,P)

7.36 Explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including, but not limited to: trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H,P)

7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)

7.38 Analyze the causes, course, and consequences of the European Crusades against Islam and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)

7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution including, but not limited to: founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law". (C, H, P)

7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on global population. (C, E, G, H)

7.41 Explain the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)

7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. (C, G, H)

Primary Documents and Supporting Texts to Read: excerpts from *The Life of Charlemagne: The Emperor Himself*, Einhard; selected accounts of the Black Death; excerpts from *Summa Theologica*, Thomas Aquinas

Primary Documents and Supporting Texts to Consider: excerpts from "Frank-land": An Islamic View of the West, Al-Qazwini; excerpts from *Walter of Henley's Husbandry* (describes manor life)

The Renaissance and Reformation

Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)

7.44 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas. (C, E, H)

7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (C, E, G, H)

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including, but not limited to a balance between intellect and religious faith. (C, H)

7.47 Analyze the growth and effects of new ways of disseminating information including, but not limited to the ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)

7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy including, but not limited to: Leonardo da Vinci, Michelangelo, Johann Gutenberg, and William Shakespeare. (C, H)

7.49 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)

7.50 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)

7.51 Explain the supremacy of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)

7.52 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including, but not limited to: tax policies, selling of indulgences, England's break with the Catholic Church. (C, H, P)

7.53 Outline the reasons for the growing discontent with the Catholic Church, including, but not limited to: the main ideas of Martin Luther (salvation by faith), and John Calvin (predestined) and their attempts to reconcile God's word with Church action; Desiderius Erasmus, & William Tyndale. (C, H, P)

7.54 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)

7.55 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement including, but not limited to: St. Ignatius of Loyola and the Jesuits, the Council of Trent. (C, H)

7.56 Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new worldview (Catholic Missionaries). (C, G, H)

Primary Documents and Supporting Texts to Read: excerpts from “Ninety-Five Theses”, Martin Luther; excerpts from *The Travels of Marco Polo*

Primary Documents and Supporting Texts to Consider: excerpts from *In Praise of Folly*, Erasmus; selected pieces from William Shakespeare; excerpts from *The Prince*, Machiavelli

The Enlightenment and Scientific Revolution

Students analyze the historical developments of Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.

7.57 Describe the roots of the Scientific Revolution based upon Christian & Muslim influences. (C, H)

7.58 Explain the significance of new scientific theories, the accomplishments of leading figures including, but not limited to: Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions including, but not limited to: the telescope, microscope, thermometer, and barometer. (C, H)

7.59 Explain how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H)

7.60 Describe the accomplishments of major Enlightenment thinkers including, but not limited to: John Locke and Charles-Louis Montesquieu. (C, H)

7.61 Explain the origins of modern capitalism the influence of mercantilism and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from *Two Treatises of Government*, John Locke; excerpts from *The Spirit of Law*, Montesquieu

Primary Documents and Supporting Texts to Consider: excerpts from *Galileo Discovers the Moons of Jupiter*, Galileo Galilei; excerpts from *The Principia* and *The Correspondence of Isaac Newton*, Sir Isaac Newton

The Age of Exploration

Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations. Students analyze reasons for movement of people from Europe to the Americas, describing the impact of exploration by Europeans and Native Americans.

7.62 Identify the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade and development of urban societies. (C, E, G, H)

7.63 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of many independent politically sovereign states. (C, H, P)

7.64 Explain how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)

7.65 Explain the roles of peoples in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)

7.66 Describe the artistic and oral traditions and architecture in the three civilizations (Mayan, Aztec, and Incan civilizations). (C, H)

7.67 Analyze the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)

7.68 Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, H, P)

7.69 Identify the European countries responsible for North American exploration and the modern day countries in which they settled including, but not limited to: France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these counties in colonization or North and South America. (E, G, H, P)

7.70 Analyze why European countries were motivated to explore including, but not limited to: religion, political rivalry, and economic gain. (C, E, H, P)

7.71 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including, but not limited to: cartography, compass, caravel, astrolabe. (C, E, G, H, P)

7.72 Examine the impact of the exchanges of plants, animal, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (C, E, G, H)

7.73 Analyze the effects of exploration on the indigenous American cultures. (C, H)

Primary Documents and Supporting Texts to Read: excerpts from the journals of Christopher Columbus

Primary Documents and Supporting Texts to Consider: excerpts from *Indigenous Peoples of North America*, James D. Torr

Eighth Grade

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

Course Description: *Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the Revolutionary War will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.*

Colonialism (1600-1720)

Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on Native Americans and on the development of the land that eventually became the United States of America.

8.1 Explain using textual evidence the instances of both cooperation and conflict, such as the Pequot War and King Philip's War, between American Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land, particularly focusing on the land that became Tennessee. (C, E, G, H, P, TN)

8.2 Explain geographic reasons for the development of communications, trade, and smuggling within the colonies including but not limited to irregular coastlines and the need for products not produced locally. (E, G)

8.3 Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development, including the lost colony of Roanoke. (G, H, P)

8.4 Identify and analyze the contributions of political and religious leaders in colonial America including but not limited to John Smith, Bartholomew Gosnold, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn. (C, H, P)

8.5 Describe the significance of and the leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion. (C, H, P)

8.6 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)

8.7 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)

- The First Virginia Charter, 1606
- The Mayflower Compact, 1620
- Charter of the Massachusetts Bay Colony, 1629
- The Fundamental Orders of Connecticut, 1639
- The Maryland Toleration Act, 1649
- The New England Articles of Confederation

8.8 Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

Primary Documents and Supporting Texts to Read: excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from The Fundamental Orders of Connecticut, 1639; excerpts from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation

Primary Documents and Supporting Texts to Consider: excerpts from *A Historie of Virginia*, (“starving time”) John Smith; excerpts from *Of Plymouth Plantation*, William Bradford

Development of a New Nation (1720-1787)

Students will understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.9 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. (C, E, H, P)

8.10 Explain how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the American Revolution. (C, E, H, P)

8.11 Describe the course, consequence, and outcome of the French and Indian War including the massacre at Fort Loudoun. (C, G, P, TN)

8.12 Trace the later explorations of James Needham and Gabriel Arthur into Tennessee and those of Marquette and Jolliet by river and explain the purpose of their travels. (G, TN)

8.13 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains including but not limited to: (C, G, TN)

- Daniel Boone
- William Bean
- Uriah Stone

- Thomas Sharpe Spencer
- Kasper Mansker
- Dr. Thomas Walker
- Richard Henderson

8.14 Explain the events leading to the Battle of Alamance between Regulators and the North Carolina colonial government and why the outcome resulted in settlements in Tennessee. (TN)

8.15 Explain and describe the major events of the Watauga Settlement including included but not limited to: (E, P, TN)

- Watauga Purchase
- Watauga Compact
- Treaty of Sycamore Shoals
- Transylvania Purchase
- James Robertson
- Little Carpenter, Dragging Canoe, and Nancy Ward
- Richard Henderson

8.16 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights by identifying key phrases such as “all men are created equal” and “that they are endowed by their creator with certain unalienable rights” and analyze excerpts from Thomas Paine’s *Common Sense* and *The Crisis* for central meanings. (C, E, H, P)

8.17 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders, and events that led to a final peace, including but not limited to the concepts of a free press and taxation without representation, as well as the following individuals, events, and concepts: (C, E, H, P)

- Salutary neglect
- The Royal Proclamation of 1763
- The Sugar Act, 1764
- The Quartering Act, 1765
- The Stamp Act, 1765
- The Declaratory Act, 1766
- The Townshend Act, 1767
- The Boston Massacre, 1770
- The Boston Tea Party, 1773
- The Intolerable Acts, 1774
- King George III
- Patrick Henry
- Benjamin Franklin
- John Adams
- Concept of taxation without representation

8.18 Identify and explain the significance of the major battles, leaders, and events that led to a final settlement of the American Revolution, including but not limited to the following: (C, E, H, P, TN)

- Battles of Lexington and Concord

- Siege of Boston
- Capture of Fort Ticonderoga
- Battle of Bunker Hill (Breed's Hill)
- Battle of Trenton
- Battle of Saratoga
- Valley Forge
- Battle of King's Mountain
- Battle of Yorktown
- George Washington
- Benedict Arnold
- Horatio Gates
- John Burgoyne
- Hessians
- Daniel Boone
- Marquis de la Fayette
- Friedrich von Steuben

8.19 Analyze how the Revolution affected the Wataugans including but not limited to: (P, TN)

- formation of Washington District
- Cherokee War
- Nancy Ward
- Treaty of Long Island
- Watauga Petitions

8.20 Using evidence from texts, summarize the reasons, plans, and struggles in creating the Cumberland Settlement including but not limited to: (G, P, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter
- river travel
- Indian attacks
- Cumberland Compact
- Battle of the Bluffs

8.21 Analyze how the American Revolution influenced other nations' revolutions. (C, E, H, P)

8.22 Using evidence from texts, explain the functions and responsibilities of a free press within a democratic republic. (C, H, P)

Primary Documents and Supporting Texts to Read: excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry; The Declaration of Independence; excerpts from "Common Sense" and "The Crisis," Thomas Paine

Primary Documents and Supporting Texts to Consider: excerpts from Andrew Hamilton's closing argument in the trial of Peter Zenger

The Constitution and Foundation of the American Political System (1777-1789)

Students analyze the political principles underlying the Constitution; compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate in it.

8.23 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)

8.24 Analyze the Articles of Confederation and the reasons for its replacement by the Constitution. (C, E, H, P)

8.25 Explain the main ideas of the Constitution including the six purposes of government as stated in the Preamble and its success in implementing the ideals of the Declaration of Independence. (P)

8.26 Evaluate the major debates, such as that over the New Jersey Plan, Virginia Plan, and the Great Compromise, that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states, later addressed by the addition of the Bill of Rights, and the status of American Indian nations. (C, P)

8.27 Explain the political philosophy underpinning the Constitution as specified in *The Federalist Papers* by James Madison, Alexander Hamilton, and John Jay, and explain the role of such leaders as James Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution. (P)

8.28 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (C, H, P)

8.29 Identify and explain the origins, purpose, and differing views of the framers of the Constitution on the issue of the separation. (C, E, H, P)

8.30 Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment. (C, H, P)

8.31 Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. (C, P)

8.32 Explain the need and reasons for amendments to the Constitution. (P)

8.33 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. (C, E, H, P)

8.34 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, P)

8.35 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, the Alien and Sedition Acts, and economic policy including the National Bank, funding, and assumption of the revolutionary debt. (C, E, H, P)

8.36 Understand the significance of domestic resistance movements and the way in which the central government responded to such movements including but not limited to Shays' Rebellion and the Whiskey Rebellion. (C, E, H, P)

8.37 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government including the function of elections, political parties, and interest groups. (C, E, H, P)

8.38 Analyze the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce and common coinage. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from The Articles of Confederation; the Constitution; The Federalist Paper # 10; The Bill of Rights

Primary Documents and Supporting Texts to Consider: excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison

Growth of the Young Nation (1789-1849)

Students analyze the aspirations and ideals of the people of the new nation.

8.39 Explain the policy significance of famous speeches such as Washington's Farewell Address and Jefferson's 1801 inaugural address. (P)

8.40 Explain and identify on a map the territorial expansion during the terms of the first four Presidents and analyze the impact of that expansion on Native Americans and the future development of the nation, including the Louisiana Purchase and the Lewis and Clark Expedition. (G, H, P)

8.41 Label and locate the Territory South of the River Ohio on a map, identify its leaders, and explain how Tennessee made the first steps to statehood included but not limited to: (G, TN)

- William Blount
- John Sevier
- Rocky Mount
- Treaty of Holston

8.42 Explain the political compromise that allowed Tennessee to become a state including but not limited to Joseph McMinn, Federalist v. Republicans, and Albert Gallatin. (P, TN)

8.43 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P.)

8.44 Analyze life on the frontier of Tennessee and reasons why pioneers moved west including but not limited to: (C, G, TN)

- Cumberland Gap
- Natchez Trace
- Jackson Purchase
- transportation, housing, food, clothing
- gender roles
- education and entertainment

8.45 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it and early decisions of the United States Supreme Court that reinforced the power of the judicial branch and the sanctity of contracts in the cases of Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (E, P)

8.46 Explain the reasons for the rivalry between Sevier and Jackson and how this impacted the rivalry between Middle and East Tennessee. (G, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall

Primary Documents and Supporting Texts to Consider: excerpts from John Marshall's decisions in Gibbons v. Ogden and McCulloch v. Maryland; excerpts from "Rip Van Winkle" and "The Legend of Sleepy Hollow", Washington Irving; excerpts from *The Deerslayer* series, James Fenimore Cooper

The United States' Role on the World Stage (1789-1849)

Students analyze United States foreign policy in the early Republic.

8.47 Explain the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace. (E, H, P)

8.48 Describe the role of Tennessee in the War of 1812 including but not limited to: (H, TN)

- Andrew Jackson
- Battle of Horseshoe Bend
- Sam Houston
- Tennessee Volunteers
- Battle of New Orleans

8.49 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. (C, P)

8.50 Identify on a map the changing boundaries of the United States and explain the relationships the country had with its neighbors, Mexico and Canada. (G, P)

8.51 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine, and explain how those relationships influenced westward expansion. (E, G, P)

Primary Documents and Supporting Texts to Read: excerpts from The Monroe Doctrine

Development of the American North, South, and West (1800-1850)

Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced.

8.52 Locate and identify the states that made up the Northern region of the United States on a map. (G.H.P.)

8.53 Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (growth of cities, deforestation, farming, and mineral extraction). (E, G, H, P)

8.54 Analyze the physical obstacles to and the economic and political factors, including Henry Clay's American system, involved in building a network of roads, canals, and railroads. (E, G, H, P)

8.55 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Irish Famine. (C, E, P)

8.56 Describe the lives of black Americans who gained freedom in the North and established mutual aid societies, schools, and churches to advance their rights and communities. (C, E, H, P)

8.57 Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas including but not limited to Germans, Irish, Jews, and black Yankees, and describe the political struggles among them. (C, P)

8.58 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its role in assimilation to American culture. (C, P)

8.59 Analyze the women's suffrage movement and its major proponents including Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony, and Sojourner Truth. (C, P)

8.60 Identify common themes in American art as well as transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Frances Ellen Watkins Harper, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow. (C)

8.61 Locate and identify the states that made up the Southern region of the United States on a map, paying particular attention to the geographic features of Tennessee. (C, G)

8.62 Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin, and the role of Memphis as the Cotton Capital of the South. (C, E, G, P)

8.63 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)

8.64 Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it through the writings of David Walker, Henry Highland Garnet, Martin Delany and Frederick Douglass, as well as the historical documents on Nat Turner and Denmark Vesey. (C, E, G, H, P)

8.65 Describe the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee including but not limited to the Mississippi River and Reelfoot Lake. (G, TN)

8.66 Locate and identify the states that made up the Western region of the United States on a map. (G, H, P)

8.67 Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president including but not limited to the spoils system, veto of the National Bank, the Nullification Crisis, and opposition to the Supreme Court. (C, E, H, P)

8.68 Describe the course and outcome of conflicts, such as the Indian Wars, between American Indians and European settlers over land. (C, G, P)

8.69 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)

8.70 Describe the Indian Removal Act of 1830 and the land-exchange treaties that forced American Indians who lived east of the Mississippi River further west, and explain the effect these policies had on Native American nations, citing specific evidence such as the struggle between the Cherokee Nation and Tennessee. (C, G, H, P, TN)

8.71 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny, accounts of the removal of Indians, the Cherokees' Trail of Tears, and settlement of the Great Plains, and the territorial acquisitions that spanned numerous decades. (E, G, H, P)

8.72 Describe the role of pioneer women and the new status that Western women achieved including but not limited to Narcissa Prentiss Whitman, Mary Fields "Stagecoach Mary," slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869. (C.E.G.H.P.)

8.73 Describe American settlements in Texas after 1821 and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. (C, E, G, P)

8.74 Explain the causes of the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. (C, E, G, P)

8.75 Describe the roles of David Crockett and Sam Houston to the Mexican-American War. (P, TN)

8.76 Analyze the surprise nomination and election of James K. Polk and list his accomplishments in office.

Primary Documents and Supporting Texts to Read: excerpts from “The Declaration of the Rights of Women”, Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance”, Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience”, Henry David Thoreau; excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass

Slavery in America (1800-1850)

Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.77 Analyze the impact of the abolition of slavery in early state constitutions including the changes made to Tennessee Constitution in 1834. (TN)

8.78 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (C, E, P)

8.79 Identify and analyze the impact of the various leaders of the abolitionist movement including but not limited to John Quincy Adams and his proposed constitutional amendment and the *Amistad* case; John Brown and armed resistance; Harriet Tubman and the Underground Railroad; Theodore Weld, crusader for freedom; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; Martin Delany and *The Emigration Cause*; and Sojourner Truth and *Ain't I a Woman*, and Harriet Beecher Stowe's *Uncle Tom's Cabin*. (C, E, H, P)

8.80 Describe the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (P)

8.81 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858). (P)

8.82 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

8.83 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright, and Elihu Embree and their efforts to abolish slavery in Tennessee. (P, TN)

8.84 Describe the lives of free blacks and analyze the laws that limited their freedom and economic opportunities including but not limited to the Cincinnati riots and the Ohio Black Codes. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass; excerpts from *The Emigration Cause*, Martin Delany; *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

Civil War (1830-1865)

Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.85 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)

8.86 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun and compare and contrast their interpretations with those of Thomas Jefferson and Alexander Hamilton citing textual evidence of their interpretations. (E, H, P)

8.87 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)

8.88 Explain the candidacy of John Bell of Tennessee and the Constitutional Party as the compromise choice in the 1860 presidential election. (G, P, TN)

8.89 Explain the geographical division of Tennessee over the issue of slavery and secession including but not limited to the Free and Independent State of Scott, Hurst Nation, and predominately pro-Union East Tennessee. (P, TN)

8.90 Describe Abraham Lincoln's presidency and his significant writings and speeches, including but not limited to his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865, and analyze their relationship to the Declaration of Independence. (C, H, P)

8.91 Explain the views and lives of leaders, including but not limited to Ulysses S. Grant, Jefferson Davis, and Robert E. Lee, and soldiers on both sides of the war, including Tennesseans David Farragut, Matthew Fontaine Maury, Sam Watkins, Nathan Bedford Forrest, and William Brownlow. (C, E, H, P, TN)

8.92 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (C, H)

8.93 Trace the critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox as well as the following battles and events:

- Manassas
- Fort Henry and Fort Donelson
- Shiloh
- Antietam
- Stones River
- Fredericksburg
- Chancellorsville
- Fort Pillow
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman's "March to the Sea"

- Appomattox Court House

8.94 Explain how the war affected combatants, civilians, the physical environment, and future warfare. (C, G, H)

8.95 Assess the social, political, and economic impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)

Primary Documents and Supporting Texts to Read: excerpts from the “House Divided” speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln

Primary Documents and Supporting Texts to Consider: excerpts from Daniel Webster’s “Rope of Sand” speech in the Webster-Hayne Debates

Reconstruction (1865-1877)

Students analyze the character and lasting consequences of Reconstruction.

8.96 Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. (P)

8.97 Analyze the political career of Andrew Johnson with particular attention to be chosen as vice-president, his Reconstruction plan, and his presidency and impeachment. (P, TN)

8.98 List and describe the original aims of Reconstruction and its effects on the political and social structures of different regions. (C, P)

8.99 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)

8.100 Trace the rise of the Ku Klux Klan and vigilante justice and its role in Tennessee. (C, P, TN)

8.101 Explain the movement of both white Northern entrepreneurs (carpetbaggers) and black Yankees from the North to the South and their reasons for doing so. (C, E, P)

8.102 Explain the pulling out of the federal army and its troops from the South due to an agreement negotiated by a bipartisan Congressional Commission, thus ending Reconstruction. (C, E, H, P)

8.103 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, such as the rise of Jim Crow laws, lynching, and the First Great Migration. (C, P)

8.104 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and how Robert R. Church, Sr. became the first African American millionaire in the South. (G, TN)

8.105 Explain the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions of people like the Buffalo Soldiers (George Jordan) and the Exodusters. (C, E)

Primary Documents and Supporting Texts to Read: excerpts from the 13th, 14th, and 15th Amendments to the Constitution

Primary Documents and Supporting Texts to Consider: excerpts from Black Codes and Jim Crow Laws

Westward Expansion after the Civil War (1861-1890)

Students analyze the social, political, and economic transformation of America as a result of westward expansion.

8.106 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (E, G)

8.107 Explain the reasons for the development of federal Indian policy, the wars with American Indians (Little Big Horn, Wounded Knee), and their relationship to agricultural development and industrialization in the west. (C, H, P)

8.108 Explain how states and the federal government encouraged expansion through tariffs, banking, land grants like the Homestead Act, and subsidies. (E, H, P)

8.109 Identify the increased industrialization, commerce, and mechanization in Tennessee after the Civil War including but not limited to Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, and coal and iron processing. (E, G, TN)

8.110 Describe the 1897 Centennial Exposition in Nashville including the purpose, sights, exhibits, and impact on the state. (C, TN)

8.111 Identify the characteristics and impact of Grangerism and Populism. (C, E, H, P)

8.112 Analyze how significant inventors and their inventions, such as barbed wire, the six shooter, and the steel plow, and changed life in the west. (E, H, P)

8.113 Analyze the growth of democracy, equality, and individual freedom as a result of westward expansion. (C, G, P)

8.114 Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)

8.115 Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States. (C, E, H, P)

8.116 Examine the development and life of the iconic American cowboy including his skills, clothes, and daily life and work. (C, H)

8.117 Explain the concepts of the Open Range, Long Drive, and cow towns in the development of the American ranching industry. (E, G, H)

World History and Geography: The Industrial Revolution to the Contemporary World

Course Description: *Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given 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 study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.*

Age of Revolution 1750-1850

Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.

W.1 Identify and explain the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including but not limited to John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint Louverture, and Thomas Jefferson. (C, P)

W.2 Analyze the principles of the *Magna Carta* (1215), the *English Bill of Rights* (1689), the *American Declaration of Independence* (1776), and the *French Declaration of the Rights of Man and the Citizen* (1789) citing textual evidence. (P)

W.3 Summarize the important causes and events of the French Revolution including but not limited to Enlightenment political thought, compare to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H)

W.4 Explain how the ideology of the French Revolution led France to evolve from constitutional monarchy to democratic despotism to the Napoleonic Empire. (C, P)

W.5 Describe how nationalism spread across Europe with Napoléon then repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (H, P)

Primary Documents and Supporting Texts to Read: excerpts from The Magna Carta (1215), excerpts from The English Bill of Rights (1689), The American Declaration of Independence (1776), excerpts from “The French Declaration of the Rights of Man and the Citizen” (1789)

Primary Documents and Supporting Texts to Consider: excerpts from Mary Wollstonecraft's "Vindication of the Rights of Women"; excerpts from Montesquieu's "Spirit of the Law"; excerpts from Immanuel Kant's "Critique of Pure Reason"; excerpts from John Locke's *Second Treatise of Government*; excerpts from Jean Jacques Rousseau's "The Social Contract"

Industrial Revolution 1750-1914

Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

W.6 Describe the growth of population, rural to urban migration, and growth of cities. (G)

W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including but not limited to the reasons why the industrial revolution began in England. (E, G)

W.8 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism including but not limited to Adam Smith, Robert Owen, and Karl Marx. (E, P)

W.9 Describe the emergence of Romanticism in art and literature including but not limited to the poetry of William Blake and William Wordsworth, social criticism including but not limited to the novels of Charles Dickens and the move away from Classicism in Europe. (C)

W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic change including but not limited to the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison). (C, E, G, H)

W.11 Analyze the evolution of work and labor, including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform. (E, H, P)

W.12 Explain the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (E)

Primary Documents and Supporting Texts to Consider:

excerpts from John Stuart Mill's "On Liberty"; excerpts from Charles Darwin's "Origin of Species"; excerpts from Louis Blanc's "Organization of Work"; excerpts from Karl Marx's and Frederick Engel's, "Communist Manifesto"; excerpts from Adam Smith's "Wealth of Nations"; excerpts from Thomas Malthus' "Essays on Principle of Population"

Unification and Imperialism 1850-1914

Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world redistribution of power, armed revolution, and cultural clashes.

W.13 Summarize the cause, course, and consequence of unification in Italy and Germany including but not limited to the role of Giuseppe Garibaldi and Otto von Bismarck. (H, P)

W.14 Explain and describe the cause of 19th European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. (C, G, H, P)

W.15 Describe the Berlin Conference and the rise of modern colonialism in the 19th century and describe the impact of locale of colonies on indigenous population by such nations as England, France, Germany, Italy, Spain, and the United States. (C, G, H, P)

W.16 Describe the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (C, E, H, P)

W.17 Compare the progression of imperialistic claims on the African continent using historical maps. (G, H)

W.18 Students describe the independence struggles of the colonized regions of the world including Africa's interaction with imperialism (Zulu Wars, Ashanti Wars, and Ethiopia's struggle to remain independent. (H, P)

W.19 Explain the growing Western encroachment on China's sovereignty, the Boxer Rebellion, and Sun Yat-sen and the Xinhai Revolution. (G, H)

W.20 Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, H, P)

W.21 Describe American imperialism of the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H)

W.22 Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico. (G, H, P)

Primary Documents and Supporting Texts to Consider: excerpts from Rudyard Kipling's "White Man's Burden"; excerpts from Joseph Conrad's "Heart of Darkness"; excerpts from Otto von Bismarck's "Letter to Minister von Manteuffel"

World Wars 1914-1945

Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. Students analyze the rise of fascism and totalitarianism after World War I. Students analyze the causes and course of World War II, along with the long-term military, economic, and political effects of the World War II.

W.23 Analyze the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in leading to the outbreak of World War I. (C, E, P)

W.24 Identify and explain the principal theaters of battle, major battles, and major turning points of World War I. (G, H)

W.25 Analyze the importance of geographic factors in military decisions and outcomes. (G)

W.26 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (H, P)

W.27 Describe human rights violations and genocide, including the Armenian genocide in Turkey. (P)

W.28 Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (H, P)

W.29 Describe advances in weaponry, the belief that the “Great War” would end war, and disarmament movements. (H)

W.30 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (E, G, H, P)

W.31 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

W.32 Describe the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’s economic and moral effects on Germany. (C, E, H, P)

W.33 Analyze how the outcome of World War I contributed to nationalist movements in the Middle East, India, Africa, and Southeast Asia. (C, H, P)

W.34 Analyze the impact of World War I on women and minorities. (C, H)

W.35 Explain the influence of World War I on literature, art, and intellectual life including but not limited to Pablo Picasso, the “lost generation,” and the rise of Jazz music. (C)

W.36 Explain the impact of restrictive monetary and trade policies. (E)

W.37 Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the United States and European economies after World War I. (E, H)

W.38 Describe issues of overproduction, unemployment and inflation. (E, P)

W.39 Describe how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler’s in Germany and the military’s in Japan. (E, H, P)

W.40 Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (C, H, P)

W.41 Identify the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin’s use of totalitarian means to seize and maintain control including but not limited to the Gulag. (H, P)

W.42 Describe Stalin's rise to power in the Soviet Union and the connection between economic and political policies, the absence of a free press, and systematic violations of human rights. (E, H, P)

W.43 Analyze the assumption of power by Adolf Hitler in Germany, the resulting acts of oppression and aggression, and the human costs of the Nazi regime. (H, P)

W.44 Describe Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (H, P)

W.45 Compare the German, Italian, and Japanese drives for empire in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (G, H, P)

W.46 Explain the role of appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (H, P)

W.47 Identify and locate the Allied and Axis powers and explain the major battles of the Pacific and European theaters of war including but not limited to the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)

W.47 Analyze the major turning points of the war, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, H, P)

W.48 Describe the contributions and roles of leaders during the war including but not limited to Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tojo, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)

W.49 Explain the background of the Holocaust and the dehumanization of the Jews through law, attitude, and how the Nazis persecuted those who failed to meet the Aryan ideal. (C, H, P)

W.50 Analyze the impact of the Holocaust on the Jewish populations in Europe and Israel. (C, G, P)

W.51 Analyze the decision to use nuclear weapons to end World War II. (H, P)

W.52 Describe the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (H, P)

W.53 Identify the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference. (H, P)

W.54 Describe reasons for the establishment of the United Nations, and summarize the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (C, H, P)

W.55 Describe the nature of reconstruction in Europe after 1945 including but not limited to purpose of Marshall Plan, creation of NATO, and division of Germany. (E, H, P)

W.56 Explain the significance and effects of the location and establishment of Israel on world affairs. (G, H, P)

W.57 Describe the functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States. (H, P)

W.58 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (E, H, P)

W.59 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (H, P)

Primary Documents and Supporting Texts to Consider: excerpts from Wilfred Owen's "Dulce et Decorum Est"; the "Zimmerman Telegram"; excerpts from Erich Maria Remarque's "All Quiet on the Western Front"; excerpts from Ernest Hemingway's *The Sun Also Rises*; excerpts from Adolph Hitler's *Mein Kampf*; excerpts from "The Nuremberg Laws"; excerpts from Franklin D. Roosevelt's "Arsenal of Democracy"; excerpts from Winston Churchill's "Flight on the Beaches" speech; excerpts from John Hershey's *Hiroshima*

Cold War 1945-1989

Students explain the causes, major events, and global consequences of the Cold War. Students analyze major developments in Africa, Asia, Europe, and Latin America since World War II.

W.60 Describe Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, H, P)

W.61 Describe the Soviet-United States competition in the Middle East and Africa, including Afghanistan. (G, H, P)

W.62 Describe the Soviet-United States competition in Southeast Asia, including the Korean War and Vietnam Wars. (G, H, P)

W.63 Describe the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)

W.64 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)

W.65 Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research including but not limited to Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)

W.66 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns of Africa and list the major natural resources and their relationship to the economy of the region. (E, G)

W.67 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, and including but not limited to Jomo Kenyatta, Patrice Lumumba and Gamal Abdel Nasser. (H, P)

W.68 Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)

W.69 Describe the ethnic struggles in Rwanda, Burundi, and the Sudan. (C, P)

W.70 Describe the challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved including but not limited to the civil war in the Democratic Republic of Congo. (E, P)

W.71 Analyze the social and economic effects of the spread of AIDS and other diseases. (C, E, G)

W.72 Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

W.73 Identify the climate, physical processes, geographical features, human modifications, and population patterns of Asia, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.74 Describe the consequences of the political and economic upheavals in China, including the Great Leap Forward, the Cultural Revolution, the Tiananmen Square uprising, and relations with Tibet and Taiwan. (E, H, P)

W.75 Describe the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)

W.76 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, P)

W.77 Describe the legacy of the Cold War on Korea, Vietnam, and Taiwan. (H, P)

W.78 Explain why the Chinese and Indian governments have sought to control population growth, and the methods they use. (C, G)

W.79 Analyze Asia's postwar economic rise, including Japan's adaptation of western technology and industrial growth, China's economic modernization under Dèng Xiaopíng, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (C, H, E)

W.80 Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

W.81 Identify the climate, physical processes including but not limited to the North Atlantic Current, geographical features, human modifications, and population patterns of Europe and list the major natural resources and their relationship to the economy of the region. (E, G)

W.82 Identify the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H)

W.83 Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (H, P)

W.84 Describe the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including but not limited to Ronald Reagan, Václav Havel, Pope John Paul II, and Lech Walesa. (H, P)

W.85 Analyze the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, P)

W.86 Explain the creation of greater European economic and political unity including but not limited to The European Union and the Euro. (C, E)

W.87 Analyze the climate, physical processes, geographical features, human modifications, and population patterns of Central America, and list the major natural resources and their relationship to the economy of the region. (E, G)

W.88 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala and Cuba, and armed insurgencies and civil war in many parts of Central America. (P)

W.89 Explain and compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)

W.90 Describe the presence and influence of the United States in Latin America including but not limited to economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (H, P)

W.91 Explain how and why the historical events of this time period led to the Latin American Boom in culture. (C)

W.92 Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

Primary Documents and Supporting Texts to Read: Winston Churchill's "Iron Curtain Speech"; Joseph Stalin's "Response to Churchill's Iron Curtain Speech"

Primary Documents and Supporting Texts to Consider: Harry S Truman's "Truman Doctrine"; excerpts from Mohandas K. Gandhi's "Indian Home Rule"; excerpts from Václav Havel's "The Power of the Powerless"

Contemporary World Since 1989

Students analyze the major developments and globalization in the world since the end of the Cold War.

W.93 Explain the importance of trade and regional trade treaties, including but not limited to NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)

W.94 Describe the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (C, G)

W.94 Examine the growing innovations of technical geographical tools including GPS and GIS and the impact these resources are having in the contemporary world today. (C, E)

W.95 Identify the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (P)

W.96 Analyze reactions by surrounding Arab countries of the U.N. decision to establish Israel, the four Arab-Israeli Wars, and the rise of the Palestinian Liberation Organization. (H, P)

W.97 Analyze the attempts to secure peace in the Middle East including but not limited to Camp David Accords, Oslo Accords. (H, P)

W.98 Explain the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)

W.99 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (H, P)

W.100 Describe the origin and course of the Rwanda Genocide. (C, H, P)

W.101 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including but not limited to the Balkans. (G, H, P)

W.102 Describe the effects of German reunification on both West and East Germany. (G, P)

W.103 Explain the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (H, P)

W.104 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)

W.105 Explain the increase in terrorist attacks against Israel, Europe, and the United States. (P)

W.106 Describe America's response to and the wider international consequences of the September 11, 2001, terrorist attack, including the United States invasion of Afghanistan and Iraq. (H, P)

United States History and Geography: Post-Reconstruction to the Present

Course Description: *Students will examine the causes and consequences of the Industrial Revolution and America's 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 America's entry into World War II, as well as its consequences on American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

The Rise of Industrial America 1877-1914

Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and the location of such development on a map. (E, G)

US.2 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including but not limited to Jim Crow laws, lynching, disenfranchisement methods, and the First Great Migration. (C, H, P)

US.3 Analyze the causes and consequences of Gilded Age politics and economics, including but not limited to the rise of political machines, major scandals, civil service reform, and the economic disparity between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Bureau of Indian Affairs
- "Black Friday"
- Garfield's assassination
- Pendleton Act
- Interstate Commerce Act

US.4 Analyze the controversy that arose over the currency system in the late 1800's including but not limited to the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)

US.5 Explain the role of business leaders, entrepreneurs, and inventors including but not limited to the following: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Robert Church, Sr.
- Swift and Armour
- Cornelius Vanderbilt
-

US.6 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.7 Identify and explain the impact of Tennessee geography on the following: Yellow Fever epidemic, Memphis Cotton Exchange, Black Patch Tobacco Wars. (E, G, TN)

US.8 Identify and explain the cultural and political significance of the founding of colleges for African Americans such as Fisk University. (C, P, TN)

US.9 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)

US.10 Describe the difference between "old" and "new" immigrants and locate on a map countries of origin and American destinations of the "new" immigrants, including but not limited to the Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese. (C, E, G).

US.11 Analyze the assimilation process and consequences for the "new" immigrants and its impact on American society, including but not limited to ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, and the Chinese Exclusion Acts. (C, E, G).

US.12 Describe the working conditions endured by many immigrants, including women and children. (C, E)

US.13 Cite textual evidence and determine the central meaning of texts by examining excerpts from Jane Addams (Twenty Years at Hull House) and Andrew Carnegie (The Gospel of Wealth). (C)

Primary Documents and Supporting Texts to Read: excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

Primary Documents and Supporting Texts to Consider: excerpts from “The New Colossus,” Emma Lazarus; excerpts from *East Goes West*, Younghill Kang

The Progressive Era 1890-1920

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.

US.14 Explain, with the use of a map, the economic development of the United States on the eve of the twentieth century and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. (E, G)

US.15 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (C, E, P)

US.16 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.17 Explain the characteristics and impact of the Granger Movement and Populism, including but not limited to the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)

US.18 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)

US.19 Describe working conditions in industries, including but not limited to the use of labor by women and children. (C, E)

US.20 Analyze the rise of the labor movement, including but not limited to its leaders, its major tactics, and the response of management and the government, including the following: (C, E, H, P)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Collective bargaining
- Strikes
- Yellow dog contracts
- Blacklisting
- Open vs. closed shops

US.21 Explain the significant roles played by muckrakers and progressive idealists, including but not limited to Robert La Follette, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.22 Explain how Adolph Ochs’ purchase and editorial direction of the *New York Times* led to the demise of yellow journalism. (C, TN)

US.23 Analyze the goals and achievements of the Progressive movement, including but not limited to the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall

- Adoption of the primary system
- 16th Amendment
- 17th Amendment
- 18th Amendment

US.24 Describe the movement to achieve suffrage for women, including but not limited to its leaders, the activities of suffragettes, and the passage of the 19th Amendment. (C, H, P)

US.25 Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including but not limited to his Square Deal, his “trust-busting,” the passage of the Pure Food and Drug Act and the Meat Inspection Act, and his support for conservation. (E, H, P)

US.26 Identify and explain the significant progressive achievements during the administration of William Howard Taft, including but not limited to the Ballinger-Pinchot dispute. (E, H, P)

US.27 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including but not limited to his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.28 Analyze the legacy of the Progressive movement as it impacts the relationship between the citizen and government. (H, P)

US.29 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)

US.30 Describe the efforts of Ida B. Wells and Randolph Miller to bring attention to and stop the lynching of African Americans. (C, TN)

US.31 Explain the impact of Anne Dallas Dudley, Harry Burn, Governor Al Roberts, and Josephine Pearson on making Tennessee the “Perfect 36.” (C, H, P, TN)

US.32 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Booker T. Washington (Atlanta Exposition speech), W.E.B. Dubois (*The Souls of Black Folks*), Theodore Roosevelt (“The New Nationalism”) and Upton Sinclair (*The Jungle*). (C, P)

US.33 Assess the causes of American imperialism in the late 19th and early 20th centuries, including but not limited to the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.34 Analyze the arguments of interventionists and non-interventionists of the period, including but not limited to Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.35 Describe the consequences of American imperialism of the period, including but not limited to the following significant events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War
- Philippine Insurrection
- Roosevelt Corollary

- Panama Canal

US.36 Compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)

US.37 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. (G, H, P)

US.38 Analyze the reasons for American entry into World War I, including but not limited to the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.39 Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes, including but not limited to topography, waterways, distance, and climate. (G, H)

US.40 Identify and explain the roles of significant people and groups in World War I, including but not limited to Herbert Hoover, John J. Pershing, the American Expeditionary Force, doughboys, and Alvin C. York. (H, P)

US.41 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

US.42 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

US.43 Cite textual evidence, determine the central meaning, and evaluate multiple points of view by examining excerpts from the following texts: Albert Beveridge (“The March of the Flag”) and Mark Twain (anti-imperialist speeches). (C, E, P)

Primary Documents and Supporting Texts to Read: excerpts from “Atlanta Exposition” speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. DuBois; “The New Nationalism” speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

Primary Documents and Supporting Texts to Consider: excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffans; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

The 1920s

Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.

US.44 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture, including but not limited to important directors, actors, films, and radio shows. (C, G)

US.45 Describe the rise of mass production techniques and the impact of new technologies, including but not limited to advances in automobile production and highway building, advent of airplane travel, spread of electricity, popularity of labor saving appliances, “just in time” inventory, and innovations in food processing. (E, G, H, TN)

US.46 Describe the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.47 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)

US.48 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including but not limited to the “return to normalcy,” major scandals like Teapot Dome, and laissez faire politics. (E, H, P)

US.49 Analyze the attacks on civil liberties and racial and ethnic tensions, including but not limited to the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the trial of Sacco and Vanzetti, and the emergence of Garveyism. (C, H, P)

US.50 Describe the rise of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League. (C, P)

US.51 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act, the impact of Prohibition on American society, and its successes and failures, including but not limited to the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

US.52 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

US.53 Describe the changing conditions for American Indians during this period, including but not limited to the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.54 Describe the Harlem Renaissance, its impact, and its important figures in literature, art, and music such as Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.55 Analyze the emergence of the “Lost Generation” in American literature, including but not limited to the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.56 Describe changes in the social and economic status of women during the 1920’s, including but not limited to the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)

US.57 Identify the contributions of significant figures of 1920 popular culture including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.58 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, Deford Bailey, Uncle Dave Macon, and WSM. (C, TN)

US.59 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Langston Hughes (selected poetry and essays), F. Scott Fitzgerald (*The Great Gatsby*). (C)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes

The Great Depression

Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

US.60 Analyze the causes of the Great Depression, including but not limited to the following: (E, H)

- the economic cycle driven by overextension of credit
- overproduction in agriculture and manufacturing
- laissez faire politics
- buying on margin
- excess consumerism
- rising unemployment
- the crash of the stock market
- high tariffs

US.61 Describe the steps taken by President Hoover to combat the economic depression, including but not limited to his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the “Battle of Anacostia Flats.” (E, P)

US.62 Analyze the success of Franklin Roosevelt in capturing the Presidency in 1932 and contrast his philosophies and initial actions with those of former President Hoover. (E,P)

US.63 Describe the human toll of the Great Depression, including but not limited to massive unemployment, migration, Hoovervilles, and soup kitchens. (C, E, G)

US.64 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.65 Identify and explain the following New Deal programs and assess their continuing impact: (E, H, P)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- Tennessee Valley Authority

US.66 Analyze the effects of and the controversies arising from New Deal economic policies, including but not limited to charges of socialism, FDR's "court packing" attempt, and critics such as Father Coughlin. (E, P)

US.67 Assess the lasting impact of the New Deal on the relationship between the government and its citizens. (C, E, P)

US.68 Describe the significance of the following: impact of TVA on Tennessee economically and culturally, Cordell Hull, the use of eminent domain, Norris Dam and Dale Hollow Lake controversy, Cumberland Homesteads, Great Smoky Mountains. (C, E, G, P, TN)

US.69 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (*The Grapes of Wrath*). (C, P)

US.70 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Primary Documents and Supporting Texts to Read: excerpts from "Rugged Individualism" speech, Herbert Hoover; "First Inaugural Address" Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

Between the Wars and World War II (1921-1947)

Students analyze the inter-war years and America's participation in World War II.

US.71 Examine the impact of American actions in foreign policy in the 1920's, including but not limited to the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)

US.72 Explain the reasons for and consequences of American actions in foreign policy during the 1930's, including but not limited to the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.73 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including but not limited to the actions of Hitler, Mussolini, and Stalin. (H, P)

US.74 Examine President Roosevelt's response to the rise of totalitarianism, including but not limited to the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E,P)

US.75 Explain the reasons for American entry into World War II, including but not limited to the attack on Pearl Harbor. (H, P)

US.76 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.77 Explain United States and Allied wartime strategy and major events of the war, including but not limited to the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)

US.78 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)

US.79 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- Franklin Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry Truman
- Adolph Hitler
- Emperor Hirohito
- Hideki Tojo
- Dwight Eisenhower
- George C. Marshall
- Douglas MacArthur

US.80 Describe the constitutional issues and impact of events on the United States home front, including but not limited to the internment of Japanese Americans (Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens. (C, P)

US.81 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society, as well as the service of women in the armed forces. (C, E, P)

US.82 Examine the impact of World War II on economic and social conditions for African Americans, including but not limited to the work of A. Phillip Randolph, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)

US.83 Describe the war's impact on the home front, including but not limited to rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.84 Explain how the all-female government of Spencer, Tennessee was similar and different than the Rosie the Riveter ideal. (C, H, TN)

US.85 Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources. (E, G)

US.86 Analyze the impact of the Manhattan Project, including but not limited to the rationale for using the atomic bomb to end the war. (H)

US.87 Examine the causes and consequences of the Holocaust and American reaction. (C, H, P)

US.88 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.89 Identify and explain the reasons for the founding of the United Nations and Cordell Hull's role. (P, H, TN)

US.90 Explain the importance of the establishment and the impact of the Fort Campbell base and Oak Ridge nuclear facilities. (E, G, P)

US.91 Examine the role played by Cornelia Fort and the establishment of Camp Forrest as a POW center, TVA and Alcoa influences, and the USS Tennessee. (E, G, P, TN)

US.92 Evaluate various explanations for actions or events by examining the following: Harry Truman (Announcement of Dropping the Atomic Bomb). (H)

Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman

Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

Cold War (1945-1975)

Students analyze the response of the United States to communism after World War II.

US.93 Describe the role and location of military and other alliances, including but not limited to NATO, SEATO, and the Warsaw Pact. (G, H, P)

US.93 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology. (C, E, H, P)

US.95 Explain examples of containment policies including but not limited to the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.96 Analyze the progression of American foreign policy from containment to massive retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.97 Analyze the causes and effects of the Red Scare that followed World War II, including but not limited to Americans’ attitude toward losing China to communism, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.98 Describe the causes, course, and consequences of the Korean War, including but not limited to the 38th parallel, Douglas MacArthur, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)

US.99 Describe the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including but not limited to atomic testing, civil defense, bomb shelters, mutually assured destruction, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.100 Describe the relationship between Cuba and United States during the Cold War, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.101 Describe the causes, course, and consequences of the Vietnam War including the following: (C, G, H, P)

- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Viet Cong
- Bombing of Cambodia
- Henry Kissinger
- General William Westmoreland
- Napalm and Agent Orange
- Anti-War movement – Chicago Democratic Convention 1968, Kent State 1970
- Draft by lottery
- Role of television and the media

US.102 Describe the American response to the launching of Sputnik in 1957. (C, H, P)

US.103 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Dwight Eisenhower (Farewell Address) and John Kennedy (First Inaugural Address). (P)

Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; Inaugural Address, 1961, John Kennedy

Primary Documents and Supporting Texts to Consider: excerpts from *The Things They Carried*, Tim O'Brien; "The Sources of Soviet Conduct," George Kennan; "Address at Rice University," John Kennedy.

Modern United States 1945-1979

Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.

US.104 Analyze the impact of economic growth, declining poverty, and an increase in education levels, with particular attention on the growth of the service sector, white-collar, and professional sector jobs in business and government and the impact of the G.I. Bill. (C, E)

US.105 Explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.106 Describe the effects of technological developments on society and the economy, including but not limited to the early computer revolution, improvements and widespread availability of telephones, advances in medicine, and improvements in agricultural technology such as pesticides and fertilizers, and the development of the interstate highway system. (C, E, G)

US.107 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.108 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. (C)

US.109 Describe the significance of Tennessee in the emergence of popular music, including the establishment of Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.110 Explain the events related to labor unions during the period, including but not limited to the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)

US.111 Describe the exploits of Sheriff Buford (Pusser) and his efforts to eliminate the Dixie Mafia and State Line Mob. (C, TN)

US.112 Describe President Kennedy's New Frontier program to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)

US.113 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including but not limited to Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, and Regents of the University of California v. Bakke. (C, H, P)

US.114 Examine the roles of civil rights advocates, including but not limited to the following: (C, H, P)

- Martin Luther King, Jr.
- Malcolm X
- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith

US.115 Examine the roles of civil rights opponents, including but not limited to Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.116 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P)

- Integration of Central High School in Little Rock
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides
- March on Washington
- Sit-ins, marches, demonstrations, boycotts
- Assassination of Martin Luther King, Jr.

US.117 Analyze the passage and effects of civil rights and voting rights legislation, including but not limited to the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)

US.118 Describe the rise of the Chicano Movement, including but not limited to the United Farm Workers, Cesar Chavez, and Delores Huerta. (C, E P)

US.119 Examine the women's rights movement, including but not limited to the publication of *The Feminine Mystique*, the actions of the National Organization of Women, and the debate over the Equal Rights Amendment. (C, E, P)

US.120 Examine the actions taken by American Indians to achieve increased autonomy and redress of grievances against the United States government, including but not limited to the actions of the American Indian Movement. (C, E, P)

US.121 Examine the role played by Tennessee in the Civil Rights movement, including but not limited to the Columbia Race Riots, the integration of Clinton High School, the role of the Highlander Center, lunch-counter sit-ins in Nashville and the activities of Diane Nash, John Seigenthaler, and Tent Cities. (C, P, TN)

US.122 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. ("Letter from a Birmingham Jail" and "I Have a Dream" speech) and Malcolm X ("The Ballot or the Bullet"). (C, P)

US.123 Explain the effect that the assassination of President Kennedy had on the nation. (C, H, P)

US.124 Evaluate the impact of Johnson's Great Society programs, including but not limited to aid to education, Medicare, urban renewal, Keep America Beautiful campaign, the War on Poverty, and removal of obstacles to the right to vote. (C, P)

US.125 Describe the success of Nixon's appeal to the "silent majority," including but not limited to his call for law and order and an end to the Vietnam War. (P)

US.126 Analyze the rise of social activism and the counterculture, including but not limited to hippies, generation gap, and Woodstock. (C, p)

US.127 Describe the causes and outcomes of the energy crisis of the 1970's. (E, P)

US.128 Explain the emergence of environmentalism, including but not limited to the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

US.129 Identify and explain significant achievements of the Nixon administration, including but not limited to his successes in foreign affairs. (E, H, P)

US.130 Analyze the Watergate scandal, including but not limited to the background of the break-in, the importance of the court case *United States v. Nixon*, the changing role of media and journalism, the controversies surrounding Ford's pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.131 Explain the cultural impact of Alex Haley's *Roots* on the country. (C, TN)

US.132 Identify and explain significant events of the Carter administration, including but not limited to the Camp David Accords, the Panama Canal Treaty, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

US.133 Identify scientific, technological, and medical advances including but not limited to VCR technology, jumbo jets, DNA and genetic engineering, and the first test tube baby. (C, E)

Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; “The Ballot or the Bullet” speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Roots*, Alex Haley

Primary Documents and Supporting Texts to Consider: excerpts from “The Great Silent Majority” speech, Richard Nixon

Contemporary United States 1980 – Today

Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush.

US.134 Describe the computer and technological revolution of the 1980s and 1990s, including but not limited to e-mail, the Internet, cell phones, GPS and GIS. (C, E, G)

US.135 Identify recent scientific and medical advances and explain how medical advances and improved living standards have brought significant increases in life expectancy. (C, E)

US.136 Analyze the significant events and achievements of the Reagan administration, including but not limited to the rise of the Moral Majority, revitalization of national pride, Reaganomics, War on Drugs, and the Challenger disaster. (C, E, H, P)

US.137 Analyze the role of the Reagan administration in ending the Cold War, and describe the administration’s foreign and defense policies, including but not limited to the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (G, H, P)

US.138 Cite textual evidence and determine the central meaning by examining excerpts from the following text: Ronald Reagan (“Speech at the Brandenburg Gate”). (P)

US.139 Describe the significant events in the foreign policy of the George H.W. Bush administration, including but not limited to the invasion of Panama and the Gulf War. (G, H, P)

US.140 Describe the major issues in the immigration debate, including but not limited to the rising numbers of Asians and Hispanics, and the impact of legal and illegal immigrants on the United States economy and society, such as the delivery of social and educational services. (C, E, G)

US.141 Describe the increasing empowerment of women in American society, politics, and economy, including but not limited to the achievements of Sandra Day O’Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, and Nancy Pelosi. (C, H, P)

US.142 Examine the changes in the structure of the American family. (C, E)

US.143 Analyze the social and economic effects of various health crises, including but not limited to increasing obesity and the AIDS epidemic. (C, E)

US.144 Identify and explain the significant achievements of entrepreneurs and innovators, including but not limited to the following: (C, E)

- Bill Gates
- Steve Jobs
- Jeff Bezos
- Michael Dell
- Ray Kroc
- Sam Walton
- Lee Iacocca
- Mark Zuckerberg
- Larry Page and Sergey Brin

US.145 Identify and explain the significant events and achievements of the Clinton administration, including but not limited to Welfare-to-Work, Family and Medical Leave Act, 1994 Crime Bill, Brady Bill, reduction of the federal debt, and the Monica Lewinsky scandal and subsequent impeachment proceedings. (C, E, H, P)

US.146 Analyze the policies of the United States in regard to the Middle East, specifically attempts to keep peace in the region. (G, P)

US.147 Explain American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo. (G, P)

US.148 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.149 Describe the increasing globalization of the American economy, including but not limited to NAFTA and internet shopping. (E)

US.150 Identify and explain the significant events and achievements of the George W. Bush administration, including but not limited to No Child Left Behind, bank bailouts, and the Medicare Prescription Drug Benefit 2003. (E, P)

US.151 Describe the impact of the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq. (G, H, P)

US.152 Assess continuing efforts to combat terrorism globally. (G, P)

US.153 Explain the causes and consequences of the economic recession beginning in 2007, including but not limited to the fall in value of tech stocks, rising foreclosures in the housing market, and rising unemployment. (E)

US.154 Describe the popularity of urban culture in the United States as indicated by changes in music, fashion, and language trends. (C)

US.155 Analyze the significance of the election of 2008, including but not limited to the primary run by Hillary Clinton and the election of Barack Obama. (C, H, P)

US.156 Cite textual evidence, determine the central meaning, and evaluate the explanations for certain events by examining excerpts from the following: Barack Obama (Nomination Acceptance Speech, 2008). (C, P)

Primary Documents and Supporting Texts to Read: excerpts from “Acceptance Speech at the 2008 Democratic Convention,” Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton
“Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush

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United States Government and Civics

Course Description: *Students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.*

Principles of United States Government

Students explain the fundamental principles and moral values of the American Republic as expressed in the Constitution and other essential documents of American democracy.

GC.1 Analyze the influence of ancient Greek, Roman, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government. (H, P)

GC.2 Examine the character of American democracy as articulated by Alexis de Tocqueville. (H, P)

GC.3 Describe the purposes and functions of government as outlined in the Preamble to the Constitution. (P)

GC.4 Explain how the Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights. (H, P)

GC.5 Explain why the Founding Fathers established a constitutional system that limited the power of the governors and the governed. (H, P)

GC.6 Describe the systems of enumerated and shared powers, the role of organized interests (Federalist Number 10), checks and balances (Federalist Number 51), the importance of an independent judiciary (Federalist Number 78), enumerated powers, rule of law, federalism, popular sovereignty, and civilian control of the military. (P)

GC.7 Analyze how the Bill of Rights limits the powers of the federal government and state governments, including the 9th and 10th amendments. (P)

GC.8 Analyze the tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: (H, P)

- Majority rule and individual rights
- Liberty and equality
- State and national authority in a federal system
- Civil disobedience and the rule of law
- Freedom of the press and the right to a fair trial
- Relationship of religion and government

Primary Documents and Supporting Texts to Read: excerpts from the Magna Carta; Mayflower Compact; English Bill of Rights; *Two Treatises of Civil Government*, John Locke; Declaration of Independence, Thomas Jefferson; excerpts from The Federalist Papers – 1, 9, 10, 39, 51, 78; excerpts from the Constitution; excerpts from *Democracy in America*, Alexis De Tocqueville.

Primary Documents and Supporting Texts to Consider: excerpts from “Letter from a Birmingham Jail,” Martin Luther King, Jr.; “The Ballot or the Bullet” speech, Malcolm X; Virginia Statute of Religious Freedom, 1786.

Branches of Government

Students analyze the unique roles and responsibilities of the three branches of government as established by the Constitution.

GC.9 Analyze Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. (P)

GC.10 Explain the process through which the Constitution can be amended. (P)

GC.11 Identify current representatives from Tennessee in the legislative branch of the national government. (P)

GC.12 Analyze Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers. (P)

GC.13 Analyze Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the United States Supreme Court. (P)

GC.14 Explain the processes of selection and confirmation of Supreme Court justices. (P)

Primary Documents and Supporting Texts to Read: excerpts from the Constitution; the Bill of Rights

The Supreme Court and the Constitution

Students summarize landmark United States Supreme Court interpretations of the Constitution and its amendments.

GC.15 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment, including: (H, P)

- Mapp v. Ohio
- Tinker v. Des Moines
- Engel v. Vitale
- Schenck v. United States

- Gideon v. Wainwright
- Brandenburg v. Ohio
- Texas v. Johnson
- Reno v. American Civil Liberties Union

GC.16 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). (H, P)

GC.17 Evaluate the effects of the United States Supreme Court's interpretations of the Constitution in Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon, with emphasis on the arguments espoused by each side in these cases. (H, P)

GC.18 Explain the controversies that have resulted over changing interpretations of civil rights, including those in: (H, P)

- Plessy v. Ferguson
- Brown v. Board of Education
- Miranda v. Arizona
- Regents of the University of California v. Bakke
- United States v. Virginia (VMI).

Primary Documents and Supporting Texts to Read: excerpts from the United States Supreme Court cases listed in the standards

Federal Power

Students analyze the scope and function of federal power.

GC.19 Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P)

GC.20 Analyze the processes of lawmaking, including the role of lobbying and the media. (P)

GC.21 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)

GC.22 Analyze the scope of presidential power and decision-making through examination of significant examples such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P)

GC.23 Identify and explain powers that the Constitution gives to the President and Congress in the area of foreign affairs. (P)

Primary Documents and Supporting Texts to Read: excerpts from the Constitution and the Tennessee Constitution

Elections and the Political Process

Students evaluate issues regarding campaigns for national, state, and local elective offices.

GC.24 Analyze the origin, development, and role of political parties. (H, P)

GC.25 Explain the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections. (H, P)

GC.26 Evaluate the roles of polls and campaign advertising, and examine the controversies over campaign funding. (P)

GC.27 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)

GC.28 Explain the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, and recall elections). (P)

GC.29 Analyze trends in voter turnout and the causes and effects of reapportionment and redistricting. (P)

GC.30 Analyze the function of the electoral college. (H, P)

Influence of Media

Students evaluate the influence of the media on American political life.

GC.31 Explain the meaning and importance of a free and responsible press. (P)

GC.32 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)

GC.33 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)

Rights and Responsibilities of Citizens

Students evaluate the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

GC.34 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy). (P)

GC.35 Explain how economic rights are secured and their importance to the individual and to society including the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyrights and patents. (P)

GC.36 Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes. (P)

GC.37 Describe the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (P)

GC.38 Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling certain obligations and respecting the rights of others. (P)

GC.39 Explain how one becomes a citizen of the United States, including the process of naturalization. (P)

Primary Documents and Supporting Texts to Read: excerpts from the Constitution; the Bill of Rights

Fundamentals of a Free Society

Students evaluate the fundamental values and principles of civil society, their interdependence, and the meaning and importance of those values and principles for a free society.

GC.40 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (C, P)

GC.41 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. (C, P)

GC.42 Examine the historical role of religion and religious diversity and their impact. (C, H, P)

GC. 43 Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes. (H, P)

Primary Documents and Supporting Texts to Consider: Gettysburg Address, 1863; “Four Freedoms” speech, Franklin Roosevelt; Inaugural Address 1961, John Kennedy; “A Time for Choosing,” 1964 speech, Ronald Reagan.

Civil Rights

Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the Constitution.

GC.44 Describe the Civil Rights Movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.45 Describe the women’s rights movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.46 Identify legislation and legal precedents that established rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v. Carolene Products, Adarand Constructors v. Peña). (C, H, P)

Primary Documents and Supporting Texts to Consider: excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848; “I Have a Dream” speech, Martin Luther King, Jr.

Federal Government and the Economy

Students analyze the influence of the federal government on the American economy.

GC.46 Explain how the role of government in a market economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights. (E, P)

GC.47 Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels. (E, P)

GC.48 Describe how the government responds to perceived social needs by providing public goods and services. (E, P)

GC.49 Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government. (E, P)

GC.50 Describe how federal tax and spending policies affect the national budget and the national debt. (E, P)

Tennessee State and Local Government

Students identify and explain the structure and functions of government at the state and local level in Tennessee.

GC.51 Identify and describe provisions of the Tennessee Constitution that define and distribute powers and authority of the state government. (P)

GC.52 Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee. (P)

GC.53 Explain the hierarchy and functions of the Tennessee court system. (P)

GC.54 Explain the functions of departments or agencies of the executive branch in the state of Tennessee. (P)

GC.55 Explain the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P)

GC.56 Explain the difference between the types of local governments in Tennessee, including county government and city government. (P)

GC.57 Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P)

GC.58 Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government. (C, P)

GC.59 Working with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view of competing interests, examine ways of participating in the decision making

process about the issue, and write a position paper or make a presentation on how the issue should be resolved. (C, P)

Primary Documents and Supporting Texts to Read: The Tennessee Constitution

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Economics

Course Description: *Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. Informational text and primary sources will play an instrumental part of the study of economics where it is appropriate.*

Scarcity and Economic Reasoning

Students will understand that productive resources are limited; therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

- E.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (E)
- E.2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs. (E)
- E.3 Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment. (C, E)
- E.4 Describe how people respond predictably to positive and negative incentives. (C, E)
- E.5 Analyze how interest rates act as an incentive for savers and borrowers. (E)
- E.6 Explain that voluntary exchange occurs when all participating parties expect to gain. (E)
- E.7 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce? (E)
- E.8 Describe how clearly defined and enforced property rights are essential to a market economy. (E)
- E.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. (E)

Supply and Demand

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

- E.10 Define supply and demand. (E)
- E.11 Describe the role of buyers and sellers in determining the equilibrium price. (E)

E.12 Describe how prices send signals to buyers and sellers. (E)

E.13 Explain that consumers ultimately determine what is produced in a market economy (consumer sovereignty). (C, E)

E.14 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. (C, E)

E.15 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets, including drawing and reading supply and demand curves. (E)

E.16 Identify factors that cause changes in market supply and demand. (E)

E.17 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets. (E)

E.18 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (E)

E.19 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes. (E)

E.20 Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.21 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. (E)

E.22 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each. (E)

E.23 Analyze the role of economic institutions, such as labor unions and nonprofit organizations in market economies. (E)

E.24 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition. (H, E)

E.25 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more. (E)

E.26 Demonstrate how firms with market power can determine price and output through marginal analysis. (E)

E.27 Explain ways that firms engage in price and non-price competition. (E)

E.28 Analyze how investment in research and development, equipment and technology, and training of workers increases productivity. (E)

E.29 Describe how the earnings of workers are determined by the market value of the product produced or service provided and workers' productivity. (E)

The Role of Government

The student will understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

E.30 Explain how government responds to perceived social needs by providing public goods and services. (E, P)

E.31 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. (E, P)

E.32 Identify laws and regulations adopted in the United States to promote competition among firms. (E, H, P)

E.34 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. (E, P)

E.35 Define progressive, proportional, and regressive taxation. (E, H, P)

E.36 Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued (Social Security, Medicare, Earned Income credits). (E, H, P)

E.37 Analyze how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt. (E, P)

E.38 Define and explain fiscal and monetary policy. (E, P)

E.39 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (E, P)

E.40 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. (E, P)

National Economic Performance

Students will understand the means by which economic performance is measured.

E.41 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. (E)

E.42 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. (E)

E.43 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (E, H)

E.44 Identify the different causes of inflation, and explain who gains and loses because of inflation. (E)

E.45 Explain that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. (C, E, H, P)

E.46 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. (E)

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

E.47 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. (E)

E.48 Identify the composition of the money supply of the United States. (E)

E.49 Explain the role of banks and other financial institutions in the economy of the United States. (E)

E.50 Describe the organization and functions of the Federal Reserve System. (E)

Trade

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

E.51 Explain the benefits of trade among individuals, regions, and countries. (E, G)

E.52 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. (E, G)

E.53 Define trade barriers, such as quotas and tariffs. (E, G)

E.54 Explain why countries sometimes erect barriers to trade. (E, G, H)

E.55 Explain the difference between balance of trade and balance of payments. (E, G)

E.56 Compare and contrast labor productivity trends in the United States and other developed countries. (E, G)

E.57 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)

E.58 Evaluate the arguments for and against free trade. (E, H, G)

African American History

Course Description: *Students will examine the life and contributions of African Americans from the early 1600's through modern America. Students will explore the influence of geography on slavery and the growth of slavery on the American continent. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and 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 issues confronting contemporary African Americans.*

The Influence of Geography on Slavery

Students analyze the influence of geography on the economic, political, and social development of slavery in the United States.

AAH.1 Analyze the economic, political, and social reasons for focusing the slave trade on Africa. (C, E, H)

AAH.2 Analyze the role of geography on the growth and development of slavery. (E, G)

AAH.3 Assess the impact of the slave trade on Africa and the colonies. (E)

AAH.4 Identify and explain the Middle Passage as one of the largest forced migrations in human history. (C, H)

The Growth of Slavery in America 1619-1860

Students analyze the justifications and ramifications of slavery between 1619 and 1860.

AAH.5 Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. (C, E, H)

AAH.6 Identify and evaluate the various ways Africans in America resisted slavery. (C, H)

AAH.7 Analyze the role slavery played in the development of nationalism and sectionalism. (C, E, H, P)

AAH.8 Assess the development of the abolitionist movement and its impact on slavery and the nation. (C, H, P)

African America Life 1619-1860

Students analyze African American life and cultural contributions through 1860.

AAH.9 Compare and contrast African American urban and rural communities in the North and the South. (C, G)

AAH.10 Describe and analyze the black family in antebellum America. (C)

AAH.11 Describe the development of African American institutions such as religion, education, and benevolent organizations. (C)

AAH. 12 Identify and explain the contributions of African Americans in science and the arts. (C)

African Americans During the Civil War and Reconstruction

Students analyze the roles of African Americans during the Civil War and Reconstruction.

AAH.13 Evaluate President Lincoln's changing position on African Americans (P)

AAH.14 Identify and explain the roles of black soldiers, spies, and slaves to the war effort in both the North and the South. (H)

AAH.15 Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. (H, P)

AAH.16 Assess the successes and failures of Reconstruction. (H, P)

African American Life After Emancipation Through World War I

Students analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries.

AAH.17 Assess the economic and social impact of Jim Crow laws on African Americans. (C, H, E)

AAH.18 Analyze the legal ramifications of segregation laws and court decisions on American society. (H, P)

AAH.19 Compare and contrast the political movements that developed in response to Jim Crow laws including, but not limited to, the Niagara Movement, the NAACP, the Urban League, and the Anti-Lynching Crusade. (H, P)

AAH.20 Compare and contrast the African American political and legal personalities of the time period and their impact on American society. (P)

AAH.21 Describe the development of African American institutions such as religion, education, and benevolent organizations. (C)

AAH.22 Evaluate the economic, cultural, political, and social impact of African American migration within and from the South. (C, E, G)

AAH.23 Describe the impact of black regiments on the western campaigns, the Spanish American War, and World War I. (C, H)

African Americans and the Harlem Renaissance

Students analyze the cultural contributions made by African Americans during the Harlem Renaissance.

AAH.24 Assess the literary contributions made by African Americans. (C)

AAH.25 Describe the contributions of African Americans to the performing arts. (C)

AAH.26 Describe the contributions of African Americans in the visual arts. (C)

AAH.27 Evaluate the impact of the black media on American life. (C)

AAH.28 Analyze reactions of Americans to the Harlem Renaissance. (C)

African American Life During the Great Depression and World War II

Students analyze the conditions and contributions of African Americans during the Great Depression and World War II.

AAH.29 Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. (C, H, P)

AAH.30 Evaluate the continued quest for civil rights in America. (C, P)

AAH.31 Describe the effects of black "pop" culture of the 1930's and 1940's. (C)

AAH.32 Analyze the impact of racism in America during World War II. (C)

AAH.33 Describe and evaluate the contributions of African Americans during World War II. (C, H)

AAH.34 Explain how World War II laid the groundwork for the modern Civil Rights Movement. (C, P)

The Modern Civil Rights Movement

Students analyze the successes and failures of the Civil Rights Movement in the United States.

AAH.35 Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. (P)

AAH.36 Describe the impact of Brown v. Board of Education of Topeka, Kansas and evaluate the resistance and reaction to it. (H, P)

AAH.37 Define various methods used to obtain civil rights. (C, H)

AAH.38 Identify various organizations and their role in the Civil Rights Movement. (C, H, P)

AAH.39 Assess the extent to which the Civil Rights Movement transformed American politics and society. (C, H, P)

AAH.40 Determine the impact of the Vietnam War on the Civil Rights Movement. (C, H, P)

African American Issues in Contemporary Times

Students analyze the conditions the issues confronting contemporary African Americans in the continuing struggle for equality.

AAH.41 Identify and analyze how the changing political environment has impacted civil rights. (P)

AAH.42 Describe how African Americans have responded to or engaged in political conservatism. (P)

AAH.43 Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. (C, E, P)

AAH.44 Identify and evaluate major contemporary African American issues confronting society including, but not limited to, affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime. (C, E, P)

AAH.45 Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. (C, G)

AAH.46 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general. (C)

Ancient History

Course Description: *Students will examine the major periods of Ancient History from prehistoric times to 1500 AD. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire.*

Social Studies Skills

The student will improve skills in historical research and geographical analysis.

AH.1 Analyze primary and secondary sources to make generalizations about events and life in world history to 1500. (C, H)

AH.2 Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500. (G)

AH.3 Identify major geographic features important to the study of world history to 1500. (G)

AH.4 Compare political boundaries with the locations of civilizations, empires, and kingdoms from 4000 BC to 1500. (G)

AH.5 Analyze trends in human migration and cultural interaction from prehistory to 1500. (C, G)

AH.6 Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500. (E, H)

Human Origins and Early Civilizations, Prehistory to 1000 BC

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution. The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians.

AH.7 Explain the impact of geographic environment on hunter-gatherer societies. (G)

AH.8 List characteristics of hunter-gatherer societies, including their use of tools and fire. (C, H)

AH.9 Describe technological and social advancements that gave rise to stable communities. (C, H)

AH.10 Explain how archaeological discoveries are changing present-day knowledge of early peoples. (C, G).

AH.11 Locate these civilizations in time and place. (G)

AH.12 Describe the development of social, political, and economic patterns, including slavery. (C, E, P)

AH.13 Explain the development of religious traditions. (C)

AH.14 Describe the origins, beliefs, traditions, customs, and spread of Judaism. (C)

AH.15 Explain the development of language and writing. (C)

Classical Civilizations and Rise of Religious Traditions, 1000 BC to 500 AD

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations. The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization. The student will demonstrate knowledge of ancient Rome from about 700 BC to 500 AD in terms of its impact on Western civilization.

AH.16 Describe Persia, including Zoroastrianism and the development of an imperial bureaucracy. (C, P)

AH.17 Describe India, with emphasis on the Aryan migrations and the caste system. (C, G, H, P)

AH.18 Describe the origins, beliefs, traditions, customs, and spread of Hinduism. (C, G)

AH.19 Describe the origins, beliefs, traditions, customs, and spread of Buddhism. (C, G)

AH.20 Describe China, with emphasis on the development of an empire and the construction of the Great Wall. (C, G)

AH.21 Describe the impact of Confucianism, Taoism, and Buddhism. (C)

AH.22 Assess the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies. (C, E, G, H, P)

AH.23 Describe Greek mythology and religion. (C)

AH.24 Identify the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta. (C, E, G, H, P)

AH.25 Evaluate the significance of the Persian and Peloponnesian wars. (H)

AH.26 Characterize life in Athens during the Golden Age of Pericles. (C)

AH.27 Cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. (C)

AH.28 Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. (C, G, H)

AH.29 Assess the influence of geography on Roman economic, social, and political development. (G)

AH.30 Describe Roman mythology and religion. (C)

AH.31 Explain the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic. (C, G, P)

AH.32 Sequence events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas. (C, G, H)

AH.33 Assess the impact of military conquests on the army, economy, and social structure of Rome. (C, E, G, P)

AH.34 Assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs. (H, P)

AH.35 Explain the economic, social, and political impact of the Pax Romana. (C, E, P)

AH.36 Describe the origin, beliefs, traditions, customs, and spread of Christianity. (C, G)

AH.37 Explain the development and significance of the Church in the late Roman Empire. (C)

AH.38 List contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law. (C, H, P)

AH.39 Cite the reasons for the decline and fall of the Western Roman Empire. (H)

Postclassical Civilizations, 300 to 1000 AD

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 AD. The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD. The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 AD in terms of its impact on Western civilization.

AH.40 Explain the establishment of Constantinople as the capital of the Eastern Roman Empire. (G, H)

AH.41 Identify Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy. (H, P)

AH.42 Characterize Byzantine art and architecture and the preservation of Greek and Roman traditions. (C)

AH.43 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. (C)

- AH.44 Map and assess the impact of Byzantine influence and trade on Russia and Eastern Europe. (E, G)
- AH.45 Describe the origin, beliefs, traditions, customs, and spread of Islam. (C, G)
- AH.46 Assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade. (C, E, G, H, P)
- AH.47 Identify historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours (C, G)
- AH.48 Cite cultural and scientific contributions and achievements of Islamic civilization. (C)
- AH.49 Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe. (C, G)
- AH.50 Explain the structure of feudal society and its economic, social, and political effects. (C, E, G, H, P)
- AH.51 Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire. (H, P)
- AH.52 Sequence events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings. (C, E, G, H, P)

Regional Interactions, 1000 to 1500 AD

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns. The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan. The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period. The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

- AH.53 Locate major trade routes. (E, G)
- AH.54 Identify technological advances and transfers, networks of economic interdependence, and cultural interactions. (E, G)
- AH.55 Describe Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture. (C, G)
- AH.56 Describe east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion. (C, E, G, P)
- AH.57 Describe geographic relationships, with emphasis on patterns of development in terms of climate and physical features of the Mayans, Aztecs, and Incans. (G)

AH.58 Describe cultural patterns and political and economic structures of the Mayans, Aztecs, and Incans. (C, E, P)

AH.59 Describe the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each. (H, P)

AH.60 Explain conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople. (H, P)

AH.61 Identify patterns of crisis and recovery related to the Black Death (Bubonic plague). (E, G, H)

AH.62 Explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. (C)

AH.63 Identify the economic foundations of the Italian Renaissance. (E)

AH.64 Sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*. (H, P)

AH.65 Cite artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. (C)

AH.66 Compare the Italian and the Northern Renaissance, citing the contributions of writers and artists. (C)

Primary Documents and Supporting Texts to Read: excerpts from *The Prince*, Machiavelli

Contemporary Issues

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

Inquiry Skills

The student will develop proficiency in using the skills and tools of inquiry.

- CI.1 Analyze the use of persuasion, argument, and dispute when discussing current issues.
- CI.2 Compare *reason* versus *rationalization*.
- CI.3 Distinguish between facts and inferences, and evaluate the relevance of data.
- CI.4 Define *deduction*, *induction*, and *fallacy* and exhibit reasoning and comprehension of these levels.
- CI.5 Define *amoral* reasoning and *immoral* reasoning.
- CI.6 Identify and research, formulate a hypothesis, and propose solutions for a selected current event problem.

The Impact of Individuals, Groups, and Organizations on Contemporary Events

The student will analyze the roles played by individuals, groups, and organizations on contemporary events and issues.

- CI.7 Examine how groups and individuals influence solutions to society's problems. (C, P)
- CI.8 Analyze the role of media in shaping world events and influencing public opinion. (C, P)
- CI.9 Analyze types, patterns, and attitudes regarding discrimination. (C)
- CI.10 Identify various contemporary religious perspectives on social issues. (C)
- CI.11 Identify and explain current crucial issues and the relevant groups and individuals involved in these issues in the United States and globally. (C, E, G, H, P)

The Impact of History, Geography, Economics, and Politics on Contemporary Events

The student will analyze the relationship between history, geography, and politics and contemporary events and issues.

- CI.12 Distinguish between historical facts and historical interpretations. (H, P)
- CI.13 Trace and explain the historical development of a problem. (C, E, G, H, P)

CI.14 Recognize the impact of traumatic effects of destructive events on human society. (C, G, H)

CI.15 Describe the relationships between historical events and contemporary issues. (C, E, G, H, P)

CI.16 Identify and explain the connection between geography and issues of culture, economics, and politics.
(C, E, G, H, P)

CI.17 Analyze the impact of cultural differences in seeking solutions to current event situations. (C, H)

CI.18 Define sources of government revenues and types of expenditures. (E, P)

CI.19 Identify popular perception of government revenues and expenditures. (E, P)

CI.20 Compare and contrast the interests of investors versus corporate management. (E)

CI.21 Assess the global impact of technology. (C, E, G)

CI.22 Analyze the rights and responsibilities of a citizen in America today. (C, P)

CI.23 Analyze the roles of the individual and the government in promoting the general welfare of the community under the Constitution. (C, P)

CI.24 Describe the protections offered by the First Amendment and define civil disobedience. (C, P)

CI.25 Compare and contract American civil liberties with those of citizens in other nations. (C, P)

CI.26 Examine an election and analyze its results. (P)

CI.27 Evaluate the various factors that affect a nation's economy. (E, P)

CI.28 Explain and analyze the major implications of local, national, and international events. (E, G, P)

CI.29 Describe the current relationship the United States has with certain nations, notably Iran, North Korea, Cuba, and Mexico. (C, E, G, H, P)

Understanding and Solving Issues of the Contemporary World

The student will analyze selected contemporary events and issues.

CI.30 Compare and contrast the various points of view on a given current events situation. (C, E, G, H, P)

CI.31 Propose solutions to critical problems and evaluate the impact of their proposed solutions. (C, E, G, H, P)

Topics to consider may include:

- Compare and contrast views on choice (abortion) for women.
- Examine the role that diversity plays in college admission policies.
- Define affirmative action and its justification.
- Explain the controversy regarding the use of cell phones while driving.
- Examine censorship.
- Analyze the debate over the legalization of gay marriages.
- Analyze the issue of gun ownership and control in the United States.
- Assess the effectiveness of the death penalty.
- Examine the pros and cons of the legalization of drug sales.
- Describe euthanasia and doctors' intervention at the end of life.
- Examine the impact of global warming.

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Psychology

Course Description: *Student will study the development of scientific attitudes, and skills, including critical thinking, problem solving, and an appreciation of scientific methodology. Students will also understand the structure and function of the nervous system in human and non-human animals. The structure and function of the endocrine system, interaction between biological factors and experience and methods and issues related to biological advances will be a major theme of study. Students will also connect the different content areas within psychology science and relate psychological knowledge to everyday life. Students will gain an awareness of the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge of a wide array of issues from individual and global levels. Finally, students will acquire knowledge of the variety of careers available to those who study psychology.*

Scientific Inquiry Domain

Research Methods, Measurement, and Statistics

Students will describe research methods and measurements used to study behavior and mental processes and identify ethical issues in research with human and non-human animals. Students will also explain basic concepts of data analysis.

P.1 Describe the scientific method and its role in psychology.

P.2 Describe and compare a variety of quantitative and qualitative research methods including:

- Surveys
- Correlations
- Experiments
- Interviews
- Narratives
- Focus groups

P.3 Define systematic procedures used to improve the validity of research findings, such as external validity.

P.4 Discuss how and why psychologists use non-human animals in research.

P.5 Identify ethical standards psychologists must address regarding research with human participants.

P.6 Identify ethical guidelines psychologists must address regarding research with non-human animals.

P.7 Define descriptive statistics and explain how they are used by psychological scientists.

P.8 Define forms of qualitative data and explain how they are used by psychological scientists.

P.9 Define correlation coefficients and explain their appropriate interpretation.

P.10 Interpret graphical representations of data as used in both quantitative and qualitative methods.

P.11 Explain other statistical concepts, such as statistical significance and effect size.

P.12 Explain how validity and reliability of observations and measurements relate to data analysis.

Biopsychology Domain

Biological Bases of Behavior

Students will explore the structure and function of the nervous system in human and non-human animals and describe the interaction between biological factors and experience. Students will also describe and discuss methods and issues related to biological advances.

P.13 Identify the major divisions and subdivisions of the human nervous system.

P.14 Identify the parts of the neuron and describe the basic process of neural transmission.

P.15 Differentiate between the structures and functions of the various parts of the central nervous system.

P.16 Describe lateralization of brain functions.

P.17 Discuss the mechanisms and the importance of plasticity of the nervous system.
Structure and function of the endocrine system

P.18 Describe how the endocrine glands are linked to the nervous system.

P.19 Describe the effects of hormones on behavior and mental processes.

P.20 Describe hormone effects on the immune system.

P.21 Describe concepts in genetic transmission.

P.22 Describe the interactive effects of heredity and environment.

P.23 Explain how evolved tendencies influence behavior.

P.24 Identify tools used to study the nervous system.

P.25 Describe advances made in neuroscience.

P.26 Discuss issues related to scientific advances in neuroscience and genetics.

Sensation and Perception

Students will explain the processes of sensation and perception and describe the interaction of the person and the environment in determining perception.

P.27 Discuss processes of sensation and perception and how they interact.

P.28 Explain the concepts of threshold and adaptation.

P.29 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors.

P.30 Describe the visual sensory system.

P.31 Describe the auditory sensory system.

P.32 Describe other sensory systems, such as olfaction, gustation, and some thesis including but not limited to skin senses, kinesthesia, and vestibular sense.

P.33 Explain Gestalt principles of perception.

P.34 Describe binocular and monocular depth cues.

P.35 Describe the importance of perceptual constancies.

P.36 Describe perceptual illusions.

P.37 Describe the nature of attention.

P.38 Explain how experiences and expectations influence perception.

Development and Learning Domain

Life Span Development

Students will describe and discuss methods, issues and theories in life span development as well as prenatal development and the newborn, Infancy, Childhood, Adolescence, Adulthood, and aging.

P.40 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

P.41 Explain issues of continuity/discontinuity and stability/change.

P.42 Distinguish methods used to study development.

- P.43 Describe the role of sensitive and critical periods in development.
- P.44 Discuss issues related to the end of life.
- P.45 Discuss theories of cognitive development.
- P.46 Discuss theories of moral development.
- P.47 Discuss theories of social development.
- P.48 Describe physical development from conception through birth and identify influences on prenatal development.
- P.49 Describe newborns' reflexes, temperament, and abilities.
- P.50 Describe physical and motor development during infancy.
- P.51 Describe how infant perceptual abilities and intelligence develop.
- P.52 Describe the development of attachment and the role of the caregiver during infancy.
- P.53 Describe the development of communication and language during infancy.
- P.54 Describe physical and motor development.
- P.55 Describe how memory and thinking ability develops.
- P.56 Describe social, cultural, and emotional development through childhood.
- P.57 Identify major physical changes.
- P.58 Describe the development of reasoning and morality.
- P.59 Describe identity formation.
- P.60 Discuss the role of family and peers in adolescent development.
- P.61 Identify major physical changes associated with adulthood and aging.
- P.62 Describe cognitive changes in adulthood and aging.
- P.63 Discuss social, cultural, and emotional issues in aging.

Sociocultural Context Domain
Social Interactions

Students will describe and discuss social cognition, influence, and relations.

P.64 Describe attributional explanations of behavior.

P.65 Describe the relationship between attitudes (implicit and explicit) and behavior.

P.66 Identify persuasive methods used to change attitudes.

P.67 Describe the power of the situation.

P.68 Describe effects of others' presence on individuals' behavior.

P.69 Describe how group dynamics influence behavior.

P.70 Discuss how an individual influences group behavior.

P.71 Discuss the nature and effects of stereotyping, prejudice, and discrimination.

P.72 Describe determinants of prosocial behavior.

P.73 Discuss influences upon aggression and conflict.

P.74 Discuss factors influencing attraction and relationships.

Sociocultural Diversity

Students will discuss social and cultural diversity and diversity among individuals.

P.75 Define culture and diversity.

P.76 Identify how cultures change over time and vary within nations and internationally.

P.77 Discuss the relationship between culture and conceptions of self and identity.

P.78 Discuss psychological research examining race and ethnicity.

P.79 Discuss psychological research examining socioeconomic status.

P.80 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

P.81 Discuss psychological research examining gender identity.

P.82 Discuss psychological research examining diversity in sexual orientation.

P.83 Compare and contrast gender identity and sexual orientation.

P.84 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.

P.85 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.

P.86 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

P.87 Discuss psychological research examining differences in individual cognitive and physical abilities.

Cognition Domain

Memory

Students will analyze encoding, storage, and retrieval of memory.

P.89 Identify factors that influence encoding.

P.90 Characterize the difference between shallow (surface) and deep (elaborate) processing.

P.91 Discuss strategies for improving the encoding of memory.

P.92 Describe the differences between working memory and long-term memory.

P.93 Identify and explain biological processes related to how memory is stored.

P.94 Discuss types of memory and memory disorders (e.g., amnesias, dementias).

P.95 Discuss strategies for improving the storage of memories.

P.96 Analyze the importance of retrieval cues in memory.

P.97 Explain the role that interference plays in retrieval.

P.98 Discuss the factors influencing how memories are retrieved.

P.99 Explain how memories can be malleable.

P.100 Discuss strategies for improving the retrieval of memories.

Psychological Disorders

Students will discuss perspectives on abnormal behavior and categories of psychological disorders

P.101 Define psychologically abnormal behavior.

P.102 Describe historical and cross-cultural views of abnormality.

P.103 Describe major models of abnormality.

P.104 Discuss how stigma relates to abnormal behavior.

P.105 Discuss the impact of psychological disorders on the individual, family, and society.

P.106 Describe the classification of psychological disorders.

P.107 Discuss the challenges associated with diagnosis.

P.108 Describe symptoms and causes of major categories of psychological disorders including:

- schizophrenic
- mood
- anxiety
- personality disorders

P.109 Evaluate how different factors influence an individual's experience of psychological disorders.

Applications of Psychological Science Domain

Treatment of Psychological Disorders

Students will explain perspectives on and categories and types of treatment and identify legal, ethical, and professional issues in the treatment of psychological disorders.

P.110 Explain how psychological treatments have changed over time and among cultures.

P.111 Match methods of treatment to psychological perspectives.

P.112 Explain why psychologists use a variety of treatment options.

P.113 Identify biomedical treatments.

P.114 Identify psychological treatments.

P.115 Describe appropriate treatments for different age groups.

P.116 Evaluate the efficacy of treatments for particular disorders.

P.117 Identify other factors that improve the efficacy of treatment.

P.118 Identify treatment providers for psychological disorders and the training required for each.

P.119 Identify ethical challenges involved in delivery of treatment.

P.120 Identify national and local resources available to support individuals with psychological disorders and their families including NAMI and support groups.

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Sociology

Course Description *Students will explore the ways sociologists view society, and also how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also students will study selected social problems and how change impacts individuals and societies.*

The Sociological Point of View

The student will analyze what it means to take a sociological point of view.

S.1 Describe the origins of sociology. (C, H)

S.2 Compare similarities and differences between sociology and the other social sciences. (H)

S.3 Identify the relationship between the study of sociology, society, and culture. (C)

S.4 Define and apply key concepts used in sociology to understand human society and interaction. (C)

S.5 Differentiate among the various sociological perspectives or theories on social life and formulate a personal perspective. (C, H)

S.6 Differentiate among the various sociological research methods. (C, H)

The Role of Culture for Individuals and Society

The student will analyze the nature of culture and the role it plays for the individual and society.

S.7 Identify and apply the elements of culture. (C)

S.8 Compare and contrast various cultures of the world. (C, G)

S.9 Explain how the elements of culture form a whole culture. (C)

S.10 Describe the relationship between language and the transmission of culture. (C)

S.11 Analyze the role that culture plays in determining personality. (C)

Social Interaction and Social Structure

The student will analyze the dynamics of social interaction and social structure.

S.12 Define and evaluate the theoretical perspectives of social interaction. (C)

S.13 Explain the types of social interaction. (C)

S.14 Distinguish status from role and pose solutions to role conflicts. (C)

S.15 Describe how the social structure of a culture affects social interaction. (C)

Groups and Organizations in Society

The student will analyze the roles played by groups and organizations in society.

S.16 Distinguish between social groups and formal organizations. (C)

S.17 Classify types of social groups that exist in society. (C)

S.18 Analyze group dynamics and assess its effects on group behavior. (C)

S.19 Evaluate the nature of bureaucracies. (C, P)

The Process of Socialization

The student will analyze the process of socialization.

S.20 Define socialization. (C)

S.21 Identify and describe the agents of socialization. (C)

S.22 Describe how the process of socialization is culturally determined. (C, G)

S.23 Explain the various theoretical perspectives on socialization. (C, H)

S.24 Explain how socialization is a life long process. (C)

S.25 Evaluate the functions and roles of socializing agents. (C, G)

Deviance

The student will analyze deviance as a social construct relative to time, place, and social circumstances.

S.26 Distinguish between conformity with and deviation from cultural norms. (C)

S.27 Differentiate between various explanations or theories for deviant behavior. (C, H)

S.28 Analyze various social control techniques. (C)

S.29 Classify types of crime. (C)

S.30 Evaluate the American criminal justice system's response to deviant behavior. (C, P)

Functions and Structures of Social Institutions

The student will analyze the functions and structures of social institutions.

- S.31 Determine how social institutions evolve. (C)
- S.32 Identify and evaluate the functions of social institutions. (C, H)
- S.33 Evaluate the role and effectiveness of social institutions. (C, H)
- S.34 Assess the social integration of social institutions. (C, H)

Major Social Problems

The student will analyze major social problems.

- S.35 Describe major social problems and social issues. (C, H)
- S.36 Analyze causes and effects of social problems and issues. (C, H)
- S.37 Construct possible solutions to given social problems. (C)

How Society Changes

The student will analyze the changes that occur in a society and their impact.

- S.38 Describe the theoretical approaches used to study social change. (C, H)
- S.39 Evaluate the causes and effects of social change. (C, H)
- S.40 Describe ways groups resist and accommodate change. (C, H)

World Geography

Course Description: *Students will examine the global perspectives, basic concepts, and fundamental questions of geography. Students will focus on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space. Topics studied in the course include physical processes, human populations and migration, regions of the world, resources, and the tools used by modern geographers.*

The Geographer's Toolkit

The student will use maps, globes, satellite images, photographs, or diagrams for geographic purposes.

WG.1 Obtain geographical information about the world's countries, cities, and environments. (G)

WG.2 Apply the concepts of location, scale, map projection, or orientation. (G)

WG.3 Develop and refine mental maps of world regions. (G)

WG.4 Create and compare political, physical, and thematic maps. (C, E, G, H, P)

WG.5 Analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions. (C, G)

Physical and Ecological Processes

The student will analyze how selected physical and ecological processes shape the Earth's surface.

WG.6 Identify regional climatic patterns and weather phenomena and their effects on people and places. (G)

WG.7 Describe how humans influence the environment and are influenced by it. (C, E, G)

WG.8 Explain how technology affects one's ability to modify the environment and adapt to it. (C, E, G)

Regions

The student will apply the concept of a region.

WG.9 Explain how characteristics of regions have led to regional labels. (C, E, G, H, P)

WG.10 Explain how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. (C, G)

WG.11 Analyze how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. (C, G)

WG.12 Locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica. (C, E, G, H, P)

Population

The student will examine the factors that affect human populations.

WG.13 Compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources. (E, G)

Migration

The student will examine trends and influences in human migration.

WG.14 Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. (C, E, G, H, P)

Resources

The student will identify types of natural, human, and capital resources and explain their significance.

WG.15 Show the influence of different types of resources on patterns of economic activity and land use. (E, G)

WG.16 Evaluate perspectives and consequences regarding the use of resources. (E, G)

Economic Interdependence

The student will examine global economics patterns and interactions.

WG.17 Distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life. (E, G)

WG.18 Analyze the global patterns and networks of economic interdependence. (E, G)

WG.19 Identify factors, including comparative advantage, that influence economic activities and trade. (E, G)

WG.20 Describe ways that economic and social interactions have changed over time map, describe, and evaluate the formation of economic unions. (E, G, H)

Conflict and Cooperation

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface.

WG.21 Explain and analyzing reasons for the creation of different political divisions. (G, H)

WG.22 Analyze ways cooperation among political jurisdictions is used to solve problems and settle disputes. (G, H, P)

Urbanization

The student will analyze the patterns of urban development.

WG.23 Apply the concepts of site and situation to major cities in each region. (G)

WG.24 Explain how the functions of towns and cities have changed over time. (G, H)

WG.25 Describe the unique influence of urban areas and some challenges they face. (C, E, G)

The Relevance of Geography

The student will apply geography to interpret the past, understand the present, and plan for the future.

WG.26 Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. (C, E, G, P)

WG.27 Relate current events to the physical and human characteristics of places and regions. (C, E, G, H, P)