

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 including 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, including *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 Locate 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 Identify the following state and national symbols:

- 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 identify characteristics of citizens of the United States as described in the Constitution.

History

K.23 Identify sequential actions, including *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 Participate in shared research 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 (George Washington and Abraham Lincoln)
- Memorial Day
- Independence Day
- Columbus Day
- Veterans' Day
- Thanksgiving

K.30 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

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, including 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 the 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 the Cherokee name, *Tanasi*.
- 1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, including Cherokee, Chickasaw, Shawnee, and Creek 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 mining, music, tourism, automobile manufacturing, and agriculture.
- 1.14 Examine and analyze economic concepts including 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. and Nashville on a United States map.
- 1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.
- 1.21 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, and Clingmans Dome.
- 1.23 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 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.

1.32 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.

1.33 Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including 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, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). 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, including the past, present, and 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, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and 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 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 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state:

- Nancy Ward
- John Sevier
- Sam Houston
- Sam Davis
- Casey Jones
- Austin Peay
- Anne Dallas Dudley
- Cordell Hull
- Cornelia Fort
- Diane Nash

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.

2.2 Summarize stories from 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 authors' main points in texts examining different types of producers and consumers in the community and larger United States.

2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.

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

2.10 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.

2.11 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.

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

Geography

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

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

2.15 Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.

2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.

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

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

2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.

2.19 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.

2.20 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

2.21 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.

2.22 Identify the location and summarize the significance of well-known sites and landmarks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.

2.23 Compare the branches of Tennessee’s government to the national government.

2.24 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.

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

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

2.27 Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.

2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.

2.29 Identify the rights and responsibilities of citizens of the United States.

2.30 Examine the amendments written to protect all citizens’ right to vote.

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

History

2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, 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.

2.33 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.

2.34 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.

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

2.36 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.

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

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

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

2.40 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 Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies.

3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.

3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.

3.5 Explain the difference between relative and absolute location.

- 3.6 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.
- 3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).
- 3.8 Interpret digital sources and informational text to describe how humans interact with their environment.
- 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 3.10 Trace the development of a product from its natural resource state to a finished product.
- 3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade.
- 3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).
- 3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.

North America

- 3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events.
- 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: 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, and Barack Obama.
- 3.17 Compare and contrast a primary source and secondary source of the same event or topic. (C, H)

3.18 Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. (G)

3.19 Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states. (G)

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

3.21 Locate the states that comprise the regions of the United States. (G)

3.22 Identify major physical features on a map (G, TN):

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

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

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

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

3.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN)

3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)

3.28 Discuss the structure and purpose of government. (P)

3.29 Compare and contrast the national governments of Canada, Mexico, and the United States. (P)

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

South America

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

3.32 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, Panama Canal, and current events.

3.33 Identify on a map major countries of the continent (Brazil, Colombia, Cuba, and Peru, Argentina). (G)

3.34 Identify major physical features of the continent (G):

- Rivers - Amazon
- Mountains - Andes
- Bodies of Water - Straits of Magellan, Lake Titicaca
- Landforms - Caribbean Islands, Galapagos Islands

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

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

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

3.38 Summarize the differences between a dictatorship and democratic forms of government. (P)

Europe

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

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

3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)

3.42 Identify major physical features of the continent (G):

- Mountains – Alps, Gibraltar
- Bodies of Water - Arctic Ocean, Mediterranean Sea

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

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

3.45 Compare and contrast a monarchy and a democratic forms of government. (P)

Africa

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

3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartholomew Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.

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

3.49 Identify major physical features of the continent (G):

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

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

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

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

Australia

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

3.54 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia's Independence, and current events.

3.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G)

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

Asia

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

3.58 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, P) Suggestions are as follows: 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 Great Wall of China; Marco Polo and trade along the Silk Route; 2004 Indian Ocean Tsunami, and current events.

3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)

3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G)

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

3.62 Describe how goods and services are exchanged on local and international levels. (E, G)

Antarctica

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

3.64 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.

3.65 Conduct a short research project to examine the Antarctic Treaty. (P)

3.66 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. (G)

3.67 Read and interpret information about the impact of people on the environment. (G)

3.68 Identify McMurdo Station. (G)

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 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)

- Coats-Hines Site
- Pinson Mounds
- Old Stone Fort
- Chucalissa Indian Village

4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: (C, TN)

- Principal Chief
- summer and winter homes
- Beloved Woman
- recreation
- clans
- maternal designations

4.3 Create a visual display using multiple forms of media to identify with pictures geographic terms including 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.

4.4 Trace the routes of early explorers and describe the early explorations of the Americas, including: (C, E, G, H, P, TN)

- Christopher Columbus
- Ferdinand Magellan

- Amerigo Vespucci
- Robert de La Salle
- Hernando de Soto
- Henry Hudson
- Jacques Cartier

4.5 Analyze the impact of exploration and settlement on the indigenous peoples and the environment, including military campaigns, Columbian Exchange, and European agricultural practices. (C, G)

4.6 Create a graphic organizer identifying 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. (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.

4.7 Summarize the failure of the lost colony of Roanoke and theorize what happened. (G, H)

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

4.9 Compare and contrast the differing views of American Indians and colonists on ownership or use of land and the conflicts between them, including the Pequot and King Philip's Wars in New England. (G, P)

4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges. (G, P)

4.11 Describe the conflicts between Indian nations, including the competing claims for control of land and actions of the Iroquois and Huron. (G, P)

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

4.13 Locate the first 13 colonies and explain how their location and geographic features influenced their development and settlement patterns. (G)

4.14 Write informative texts identifying major leaders and groups responsible for the founding of colonies in North America and the reasons for their founding, including: (C, E, H, P)

- Lord Baltimore, Maryland
- John Smith, Virginia
- Roger Williams, Rhode Island

- John Winthrop, Massachusetts
- William Bradford, Plymouth
- James Oglethorpe, Georgia
- William Penn, Pennsylvania

4.15 Cite and explain examples from informational texts about how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)

4.16 Making use of primary documents, analyze the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings and contrast these with the presence of enslavement in all colonies. (P)

4.17 Describe the major religious tenants of the earliest colonies, including: (C)

- Puritanism in Massachusetts
- Quakerism in Pennsylvania

4.18 Explain various reasons why people came to the colonies, including profit, religious freedom, slavery, and indentured servitude. (C, E, H)

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

4.20 Explain the impact of individuals who created interest in land west of the Appalachian Mountains, including: (C, E, G, TN)

- long hunters
- Daniel Boone-Wilderness Road
- Thomas Sharpe Spencer
- William Bean
- Dr. Thomas Walker

Primary Documents and Supporting Texts to Read: Excerpts from John Smith's *Starving Time*, Bradford's *Of Plymouth Plantation*

Primary Documents and Supporting Texts to Consider: 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.

4.21 Describe the various contributions made by Benjamin Franklin to the development of a unique American society, including his scientific experiments and inventions, the development of the Albany Plan and the Join or Die political cartoon. (C, H, P)

4.22 Describe the causes, course, and consequences of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)

4.23 Explain how political, religious, and economic ideas and interests brought about the Revolution, including: (C, E, P)

- resistance to imperial policy (Proclamation of 1763)
- the Stamp Act
- the Townshend Acts
- taxes on tea
- “taxation without representation”
- Coercive Acts

4.24 Explain the different forms of protests Americans used to try to change British policies including the Boston Tea Party, tarring and feathering, letter writing, and boycotts. (E, P)

4.25 Write a short summary of the events of Tennessee’s first settlement and settlers, including the Watauga Purchase, Watauga Compact, Little Carpenter, and Dragging Canoe. (H, P, TN)

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

4.27 Compare and contrast first and second-hand accounts of Paul Revere’s “midnight ride.” (H)

4.28 Identify the people and events associated with the Declaration of Independence and cite evidence from the Declaration to determine its significance to the development of American Democracy. (H, P)

4.29 Analyze the influences of key leaders during this period, including: (P)

- Patrick Henry
- Alexander Hamilton
- Thomas Jefferson
- George Washington
- Benjamin Franklin
- Thomas Paine
- John Adams
- Sam Adams
- John Hancock
- Benedict Arnold

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

4.31 Locate and identify the major military battles, campaigns, and turning points of the American Revolution, including: (G, H, TN)

- Lexington and Concord
- Bunker (Breed’s) Hill
- Valley Forge
- Princeton and Trenton
- Saratoga
- King’s Mountain

- Yorktown

4.32 Draw evidence from informational text summarizing the contributions of France and certain individuals to the outcome of the American Revolution including the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)

4.33 Write an opinion piece with supporting details contrasting how the ideals set forth in the Declaration of Independence clashed with the existence of slavery. (E, P)

4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: (P, TN)

- Washington District
- Cherokee War of 1776
- Nancy Ward
- John Sevier
- Watauga Petitions

4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)

4.36 Explain the purpose and obstacles in creating the new Cumberland Settlement, including: (G, TN)

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

Primary Documents and Supporting Texts to Read: Declaration of Independence; excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; Letters from Abigail Adams; poetry of Phyllis Wheatley; poetry of Mercy Otis Warren; excerpts from John Donelson’s Journal

Creating a New Government

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

4.37 Analyze the weaknesses of the Articles of Confederation, including no power to tax, weak central government, and the impact of Shays’ Rebellion. (P)

4.38 Explain the events that led to the creation and failure of the Lost State of Franklin. (G, P, TN)

4.39 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government

- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

4.40 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights. (H, P)

4.41 Describe the principles embedded in the Constitution, including: (P)

- purposes of government listed in the Preamble
- separation of powers
- branches of government
- check and balances
- the amendment process
- principle of judicial review
- recognition of and protection of individual rights in the 1st Amendment

4.42 Write an opinion piece with supporting detail from primary sources that defends the ratification of the Constitution. (P)

Primary Documents and Supporting Texts to Read: Preamble of the Constitution; excerpts from Articles 1, 2, and 3 of the United States Constitution; 1st Amendment

The New Nation's Westward Expansion (1790-1830)

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

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

4.44 Explain the purpose for creating the federal district of Washington D.C., including the role of Pierre L'Enfant. (H)

4.45 Label and locate the Territory South of the River Ohio (Southwest Territory) on a map, identify its leaders, and explain how it was the first step to statehood, including William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)

4.46 Write an opinion piece using supporting detail explaining the political beliefs of Alexander Hamilton and Thomas Jefferson leading to the political parties. (H, P)

4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)

4.48 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West, including location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P)

- trade restrictions

- impressment
- war hawks
- Tecumseh
- Tippecanoe
- William Henry Harrison
- burning of Washington D.C.
- Francis Scott Key
- Dolly Madison
- Battle of New Orleans

4.50 Interpret the meaning of the lyrics of the song “The Star-Spangled Banner.” (P)

4.51 Analyze and describe the role of Tennessee in the War of 1812, including: (H, TN)

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

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

4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN)

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

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

4.55 Describe the major events in Jackson’s presidency, including the corrupt bargain, the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (C, E, G, H, P, TN)

4.56 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west, including: (C, G, H, TN)

- Treaty of New Echota
- John Ross
- Trail of Tears

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; excerpts from Eliza Bryan of the New Madrid Earthquakes

The Growth of The Republic (1800-1850)

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

4.57 Analyze and describe the factors of the Industrial Revolution occurring in the United States and on Tennessee, including: (C, H, TN)

- Samuel Slater-factory system
- Watermills-influence of geography
- Fulton-steamboats
- Eli Whitney-cotton gin

4.58 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)

4.59 Contrast the emerging urbanization in the North with the agricultural South and the developing West. (C, E, G)

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

4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)

4.62 Using informational texts, explain the fight for Texas independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)

4.63 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including Texas statehood, territorial expansion, and one term promise. (H, P, TN)

4.64 Cite evidence from informational texts explaining the causes, course, and consequences of the Mexican War, including Winfield Scott, Zachary Taylor, and Mexican session. (G, H)

4.65 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
- Nat Turner and his resistance to enslavement
- Frederick Douglass and William Lloyd Garrison and the abolition of slavery

4.66 Write an expository piece describing the search for gold in California and its impact. (C, E, G)

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

4.68 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 mountain ranges, principal rivers, and dominant plant regions. (G)

Primary Documents and Supporting Texts to Read: excerpts from the writings of Frederick Douglass; excerpts of the *Autobiography of David Crockett*

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 and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)

5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)

5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P)

- Sojourner Truth
- Frederick Douglass
- the Grimke sisters
- William Lloyd Garrison

5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including: (C, E, G, P)

- Missouri Compromise
- Uncle Tom's Cabin
- Compromise of 1850

- Brook's attack on Sumner
- Kansas-Nebraska Act
- John Brown's Raid
- Dred Scott case

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.

5.5 Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. (H, P, TN)

5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)

5.7 Determine the meaning of 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

5.8 Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)

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

5.10 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, P)

5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including: (G, H, TN)

- Fort Sumter
- First Battle of Bull Run

- Fort Henry and Donelson
- Shiloh
- Antietam
- Gettysburg
- Vicksburg
- Chickamauga
- Franklin
- Nashville
- Appomattox Court House

5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C, H, P)

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

5.13 Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)

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

5.15 Explain the contributions of Tennesseans during the war, including: (H, TN)

- Nathan Bedford Forrest
- Sam Watkins
- Andrew Johnson
- Matthew Fontaine Maury
- Sam Davis

5.16 Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)

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

5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)

5.19 Draw on information from multiple print or digital resources to describe the impact of the assassination of Abraham Lincoln on the nation. (H)

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

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

5.22 Integrate information from several texts about the intent and failure of the impeachment of Andrew Johnson. (H, P, TN)

5.23 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)

5.24 Explain the impact of the Tennessee Constitutional Convention of 1870, including poll taxes, segregation, and funds for public education. (E, P, TN)

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

5.26 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and the election of African Americans to the General Assembly. (G, H, TN)

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 U.S. Constitution; the Retrospective 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.

5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)

5.28 Map the sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (C, E, G, H)

5.29 Summarize 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)

5.30 Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.

5.31 Analyze the appeal of the Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)

5.32 Describe the role of Buffalo Soldiers in settling the West, including Tennessee native George Jordan. (H, TN)

5.33 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains from the viewpoint of a particular immigrant or migrant group. (C, G, H)

5.34 Engage in a collaborative discussion to explore the ideas and events of the Gilded Age and determine the significance, including: (C, E, H, P)

- political machines
- major scandals
- economic disparity
- industrial capitalists

5.35 Describe child labor and working conditions in factories. (C, E, H)

5.36 Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, P)

5.37 Use a graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and the impact they had on American society, including: (C, E, H)

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

5.38 Use multiple media elements to create a presentation describing the 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on the state. (TN)

5.39 Analyze the causes, course, and consequences of the Spanish American War, including: (C, E, G, H, TN)

- yellow journalism
- USS Maine
- Rough Riders
- Imperialism

5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P)

- Anti-Trust laws

- 16th, 17th, 18th and 19th Amendments
- immigration reform

5.41 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 to the inequalities of segregation. (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.

5.42 Summarize the reasons for American entry into World War I, including submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)

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

5.44 Explain the roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN)

5.45 Refer to details and examples in a text to explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson’s League of Nations. (C, E, G, H, P)

5.46 Evaluate the role of Tennessee as the “Perfect 36” and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women’s suffrage and Josephine Pearson’s opposition. (C, P, TN)

5.47 Make connections with the growth of popular culture of the “Roaring Twenties” with the following: (C,E, TN)

- W.C. Handy, Bessie Smith
- automobiles, radios, and nickelodeons
- Harlem Renaissance
- WSM, Grand Ole Opry
- Charles Lindbergh and the Spirit of St. Louis
- mass production, “just in time” inventory, appliances

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

5.49 Analyze the events that caused the Great Depression and its impact on the nation and Tennessee, including mass unemployment, Hooverilles, and soup kitchens. (C, E, H, TN)

5.50 Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt’s New Deal policies, including: (C, E, G, H, TN)

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

5.51 Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930s. (E, G, C)

5.52 Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

5.53 Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America’s entry in the war. (H, TN)

5.54 Evaluate the constitutionality of Japanese internment during the war. (C, E, P, H)

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

5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)

5.57 Write an informative text about the Holocaust and its impact. (C, P, H)

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

5.59 Describe 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)

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

Primary Documents and Supporting Texts to Read: Zimmerman Telegram; Telegram 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.

5.61 Identify the reasons for the growth of suburbs, home ownership, mass media, Interstate Highway System, and a consumer society after the war. (C, E, G)

5.62 Examine the meaning and the main events of the “Cold War,” including the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (C, E, H, P)

5.63 Trace the Korean War, its outcome, and the use of United Nations peacekeeping troops. (E, H, P)

5.64 Refer to details and examples about the significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)

5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P)

- Brown v. Board of Education
- Non-violent protest and the influence of the Highlander Folk School
- Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott and Rosa Parks
- Tent Cities in Fayette and Haywood Counties
- Nashville Sit-Ins and Diane Nash
- Freedom Riders
- Dr. Martin Luther King, Jr.

5.66 Explain the effect President Kennedy’s assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)

5.67 Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War. (C, E, G, H, P)

5.68 Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation. (E, H, P)

5.69 Investigate the works of Alex Haley and his influence on American culture. (C, TN)

5.70 Analyze the significant events of Reagan’s presidency, including: (C, E, H, P)

- return of national pride
- economic recovery
- decline of the Cold War
- immigration policy change

5.71 Explain the events that lead to the Persian Gulf War and its outcome. (E, G, H, P)

5.72 Summarize the significant contributions to American culture of entrepreneurs and innovators, including: (C, E, TN)

- Ray Kroc
- Sam Walton
- Fred Smith
- Bill Gates

- Michael Dell
- Steve Jobs

5.73 Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanistan and the war in Iraq. (C, G, H, P)

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

Primary Documents and Supporting Texts to Read: “I Have a Dream Speech” and “Letter from Birmingham Jail”, Martin Luther King, Jr.; “Tear Down this Wall speech” by President Ronald Reagan

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, Ancient Israel, 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 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)

6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)

6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)

6.4 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)

6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)

6.6 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

6.7 Recognize time designations and the abbreviations, including: (H)

- 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: c. 3500-1200 BC/BCE

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

6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)

6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (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 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H)

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

6.13 Analyze the important achievements of Mesopotamian civilization, including 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 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (C, E, H, P)

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

Ancient Egypt: 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 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 the Sudan. (G, H)

6.16 Investigate the kinds of evidence 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, P)

6.17 Develop a visual representation of the structure of Egyptian society including 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 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P)

- Menes
- Khufu
- Hyksos invasion
- Ahmose
- King Tut
- Queen Hatshepsut
- Ramses the Great

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

6.22 Compare and contrast the religious, social, and political structures 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.

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

6.24 Analyze the impact of the Aryan invasions. (C, H, P)

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

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

6.27 Write a narrative text describing how Siddhartha Guatama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)

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

6.29 Identify the important aesthetic and intellectual traditions, including:
(C, E, H)

- Sanskrit literature, including the *Bhagavad-Gita Gita*, *Ramayana*, and *the Mahabharata*
- medicine
- metallurgy
- mathematics, including Hindu-Arabic numerals and the zero

Primary Documents and Supporting Texts to Read: excerpts from the epic Hindu literature *Bhagavad Gita*; excerpts from *Ramayana*; excerpts from *Mahabharata*

Primary Documents and Supporting Texts to Read: 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.

6.30 identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)

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

6.32 Explain how the regions of China are isolated by geographic features, making 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 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.. (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 Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)

6.36 Detail the political contributions of the Han Dynasty and determine how they contributed 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*, excerpts from *The Lament of the Nomad Flute* by Lady Wenji

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 Sea, Jordon River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)

6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)

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

- the belief in one God (monotheism)
- 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 Torah and the Hebrew Bible 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)

6.42 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)

6.43 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)

6.44 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (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 *Tanach*, *Hebrew Bible*, *the Torah*, and the Dead Sea Scrolls

Ancient Greece, c. 800-300 BC/BCE

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

6.45 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)

6.46 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)

6.47 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 development of the idea of citizenship. (C, H, P)

6.48 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including: (C, H, P)

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

6.49 Compare and contrast life in Athens and Sparta. (C, H)

6.50 Compare and contrast the status of women and slaves between Athens and Sparta . (C, H)

- 6.51 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G)
- 6.52 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)
- 6.53 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)
- 6.54 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)
- 6.55 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)
- 6.56 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)
- 6.57 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)
- 6.58 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)

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.

- 6.59 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)
- 6.60 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)

6.61 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

6.62 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)

6.63 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

6.64 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P)

6.65 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)

6.66 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)

6.67 Describe the origins and central features of Christianity. (C, G, H, P)

- monotheism
- the belief in Jesus as the Messiah and God's Son
- the concept of resurrection
- the concept of salvation
- belief in the Old and New Testaments
- the lives, teachings and contributions of Jesus and Paul
- the relationship of early Christians to officials of the Roman Empire

6.68 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)

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

6.70 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)

6.71 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

Primary Documents and Supporting Texts to Read: excerpts from Roman Literature, including Ovid's *Metamorphoses*, excerpts from the Dead Sea Scrolls, *The Essenes' Manual of Discipline*, excerpts from Plutarch's *The Assassination of Julius Caesar*, (44 BC), excerpts from Plutarch's writings on Spartacus and Seneca's descriptions of gladiators; excerpts from the *New Testament*; Items to view: 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

Seventh Grade

World History and Geography: 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.*

The Fall of the Roman Empire

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

7.1 Analyze the legacy of the Roman Empire. (C, H)

7.2 Summarize the consequences of the fall of the Roman Empire including the continuation of the Eastern Roman Empire as the Byzantine Empire, Justinian and the significance of Constantinople. (C, E, G, H, P).

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

Islamic World, 400 A.D/C.E. – 1500s

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 Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and 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 Muhammad, including Islam's 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, H, P)

7.7 Analyze the origins and impact of different sects within Islam, Sunnis and Shi'ites. (C, H)

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, G, H)

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

7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)

7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)

7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)

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

Africa, 400 A.D./C.E. – 1500s

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

7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).

7.14 Draw evidence from informational texts to 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, G, H, P)

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

7.16 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)

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

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

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

China, 400 A.D./C.E. – 1500s

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

7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)

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

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

7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)

7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)

7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)

7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)

7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)

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

Japan, 400 A.D./C.E. – 1500s

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

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

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

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

7.30 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)

7.31 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 Western Europe, 400 A.D./C.E. – 1500s

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

7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)

7.33 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)

7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)

7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)

7.36 Conduct a short research project explaining 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 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 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 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 the global population. (C, E, G, H)

7.41 Trace 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, Inquisition, 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 "Frankland": 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 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family 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, G, 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 a balance between intellect and religious faith. (C, H)
- 7.47 Analyze the growth and effects of new ways of disseminating information, 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 Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)
- 7.49 Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc. (H, G, P)
- 7.50 Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)
- 7.51 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)
- 7.52 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)
- 7.53 Explain the heightened influence 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)
- 7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church. (C, H, P)
- 7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)

7.56 Engage effectively in collaborative discussions explaining 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)

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)

7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), 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 the 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.

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

7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)

7.61 Trace 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, P)

7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)

7.63 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, P)

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.

7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)

7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)

7.66 Create a graphic organizer or concept map explaining 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)

7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)

7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)

7.69 Cite several pieces of textual evidence to support the analysis of 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)

7.70 Compare 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, G, H, P)

7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)

7.72 Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)

7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)

7.74 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)

7.75 Write an opinion piece with supporting details that describes 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 American Revolution 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 (1600-1750)

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 American Indians and on the development of the land that eventually became the United States of America.

8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)

8.2 Trace and explain the founding of Jamestown, including: (E, G, H)

- Virginia Company
- James River
- John Smith
- Pocahontas
- Powhatan
- John Rolfe
- “starving time”
- Tobacco
- Bacon’s Rebellion
- Indentured servants and slaves
- The arrival of women
- House of Burgesses

8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)

8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P)

- Non-Separatists/Puritans
- John Winthrop
- theocracy
- Town meetings
- Anne Hutchinson and Roger Williams-Rhode Island
- Thomas Hooker-Connecticut
- Salem Witchcraft Trials

8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H)

- Dutch influences
- Peter Stuyvesant
- Patroon System
- Renaming to New York
- Diverse population

8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P)

- William Penn
- Philadelphia
- Role of women
- Relationship with Indians

8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)

8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)

8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)

8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)

8.12 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)

8.13 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 New England Articles of Confederation, 1643
- The Maryland Toleration Act, 1649

8.14 Identify the origins and development 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; 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.

8.15 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)

8.16 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)

8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, *The Autobiography of Benjamin Franklin*, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)

8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)

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

8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)

- long hunters
- Wilderness Road
- Daniel Boone
- William Bean
- Thomas Sharpe Spencer

- Dr. Thomas Walker

8.21 Summarize the major events of the Watauga Settlement, including: (E, P, TN)

- Battle of Alamance and Regulators
- Watauga Purchase and Compact
- James Robertson
- Little Carpenter, Dragging Canoe

8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)

- Mercantilism
- Pontiac's Rebellion
- The 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
- Patrick Henry
- Benjamin Franklin
- John Adams
- Sam Adams
- John Hancock
- Thomas Jefferson
- Sons of Liberty

8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)

8.24 Using Thomas Paine's *Common Sense* and *The Crisis* identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)

8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)

- Battles of Lexington and Concord
- Capture of Fort Ticonderoga
- Battle of Bunker Hill (Breed's Hill)
- Battle of Trenton and Princeton
- Battle of Saratoga
- Valley Forge
- Battle of King's Mountain
- Battle of Yorktown
- George Washington
- Benedict Arnold

- Hessians
- Marquis de La Fayette
- Friedrich von Steuben
- George Rogers Clark
- Francis Marion

8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P, TN)

- formation of Washington District
- Cherokee War
- Nancy Ward
- Watauga Petitions
- Transylvania Purchase
- Richard Henderson
- James Robertson
- John Donelson
- severe winter and river travel
- Cumberland Compact
- Indian attacks
- Battle of the Bluffs

8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, 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; Autobiography of Benjamin Franklin

Primary Documents and Supporting Texts to Consider: excerpts from Andrew Hamilton’s closing argument in the trial of John Peter Zenger; excerpts from John Donelson’s journal

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.

8.28 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)

8.29 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays’ Rebellion. (C, E, H, P, TN)

8.30 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)

- distribution of power between the states and federal government

- Great Compromise
- Slavery and the 3/5 Compromise
- George Washington and James Madison

8.31 Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers N. 10 and 51 and other primary source texts. (H, P)

8.32 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)

8.33 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (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, G, P)

8.35 Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)

8.36 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, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)

8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)

Primary Documents and Supporting Texts to Read: excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper # 10 and #51; The Bill of Rights; Washington's Farewell Address

Primary Documents and Supporting Texts to Consider: excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison; Patrick Henry's arguments against ratification

Growth of the Young Nation (1789-1849)

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

8.38 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)

8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)

- William Blount
- John Sevier
- Rocky Mount
- Treaty of Holston
- Cumberland Gap
- River systems
- Natchez Trace
- Jackson Purchase

8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)

8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)

8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)

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; "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.

8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)

- Impressment
- War Hawks
- Henry Clay
- Burning of Washington
- Fort McHenry
- William Henry Harrison
- Tecumseh
- Andrew Jackson
- Battle of Horseshoe Bend
- Battle of New Orleans

8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)

8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)

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

The Sectionalism 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 as they became increasingly sectionalized.

8.46 Describe the influence of industrialization and technological developments of the regions, 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)

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

8.48 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 Potato Famine. (C, E, G, P)

8.49 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)

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

8.51 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)

8.52 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, TN)

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

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

8.55 Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and

the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)

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

8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)

8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)

8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)

8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)

8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)

8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)

8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49’ers. (C, E, G, H)

Primary Documents and Supporting Texts to Read: excerpts from “The Declaration of Sentiments,” Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance,” Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau; “*Ain’t I A Woman*,” Sojourner Truth; excerpts from Eliza Bryan of the New Madrid Earthquakes

Primary Document and Supporting Texts to Consider: excerpts from *Roughing It*, Mark Twain; *A Narrative in the Life of David Crockett of the state of Tennessee*, David Crockett

Slavery in America (1800-1850)

Students analyze the growth of slavery and the resulting controversies.

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

8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)

8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; and Harriet Beecher Stowe's *Uncle Tom's Cabin*, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's *The Emancipator*. (C, E, H, P, TN)

8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)

8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)

8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)

8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)

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

Primary Documents and Supporting Texts to Read: excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; excerpts from Roger Taney's decision in the Dred Scott case; excerpts from *The Autobiography of Frederick Douglass*, Frederick Douglass.

Civil War (1830-1865)

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

8.72 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)

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

8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)

8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)

8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)

8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)

8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)

8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)

8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:

- Anaconda Plan
- First Battle of Bull Run
- Fort Henry and Fort Donelson
- Shiloh
- Antietam
- Stones River
- Fredericksburg
- Chancellorsville
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Sherman's "March to the Sea"
- Appomattox Court House

8.81 Assess the 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; *The Respective of Co. Aytch*, Sam Watkins

Reconstruction (1865-1877)

Students analyze the character and lasting consequences of Reconstruction.

8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)

8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)

8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)

8.85 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)

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

8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)

8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)

8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters, Pap Singleton, and the First Great Migration to urban centers. (C, E, G, H, TN)

8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)

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 (1865-1890)

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

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

8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)

8.93 Explain the significance of various American Indian leaders, including: (H)

- Crazy Horse
- Geronimo
- Sitting Bull
- Chief Joseph

8.94 Explain the impact of the Homestead Act. (E, H, P)

8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)

8.96 Trace the expansion and development of the Transcontinental Railroad, including 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)

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

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

Primary Documents and Supporting Texts to Read: A Century of Dishonor,
Helen Hunt Jackson.

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 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L'Ouverture, and Thomas Jefferson. (C, H, 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. (H, P)

W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison 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, P)

W.4 Draw evidence from informational texts to explain how the ideology of the French Revolution led France to evolve from a constitutional monarchy to democratic despotism to the Napoleonic Empire. (C, H, 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. (C, 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. (C, E, G)

W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England. (E, G, H)

W.8 Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. (C, E, H, P)

W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including 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 changes including 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 Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (C, E)

Primary Documents and Supporting Texts to Consider:

excerpts from the abolitionist writings and speeches of William Wilberforce; 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 causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck. (G, H, P)

W.14 Cite strong and thorough textual evidence to support analysis of the causes of 19th century 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, E, G, H, P)

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

W.16 Analyze 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, P)

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

W.19 Explain the growing influence of the West in China, the Boxer Rebellion, 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 in the Philippines and the Philippine-American War led by Emilio Aguinaldo. (G, H, P)

W.22 Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. (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 Evaluate primary source documents while analyzing 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 Trace the principal theaters of battle, major battles, and major turning points of World War I. (G, H, P)

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 into the conflict affected the course and outcome of the war. (H, P)

W.27 Argue human rights violations and genocide, including the Armenian genocide in Turkey, through collaborative discussions. (C, 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. (C, E, H, P)

W.29 Trace 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, environmental changes resulting from trench warfare, 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 Compare the conflicting aims and aspirations of the conferees at Versailles and the Treaty of Versailles’ economic and moral effects on Germany. (C, E, G, H, P)

W.33 Explain 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 various accounts of the impact of World War I on women and minorities. (C, H)

W.35 Integrate multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music. (C, H)

W.36 Compare 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 Gather information from multiple sources describing issues of overproduction, unemployment, and inflation. (E, P)

W.39 Use technology to produce, publish, and update individual or shared writing projects describing 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 Draw evidence from literary or informational texts determining 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 the Gulag. (H, P)

W.42 Compare the connection between economic and political policies, the absence of a free press, and systematic violations of human rights during Stalin's rise to power in the Soviet Union. (E, H, P)

W.43 Analyze the assumption of power by Adolf Hitler in Germany and the resulting acts of oppression and aggression of the Nazi regime. (C, H, P)

W.44 Trace 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 to expand their empires in the 1930s, including atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (C, 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 the blitzkrieg, Dunkirk, Battle of Britain, Stalingrad, Normandy, Midway, Battle of the Bulge, Iwo Jima, and island hopping. (G, H, P)

W.48 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.49 Utilize primary and secondary sources to describe the contributions and roles of leaders during the war, including Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Hideki Tōjō, Adolf Hitler, Benito Mussolini, Joseph Stalin, Harry Truman, Douglas MacArthur, and Dwight Eisenhower. (H, P)

W.50 Write an opinion piece on 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 casualties of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (C, H, P)
- W.53 Evaluate the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference, Yalta, and the Potsdam Conference using text evidence. (H, P)
- W.54 Summarize the reasons for the establishment of the United Nations and 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 the purpose of the Marshall Plan, creation of NATO, and division of Germany. (E, G, H, P)
- W.56 Explain the origins, significance, and effect of the establishment of the State of Israel. (G, H, P)
- W.57 Summarize, using text evidence, 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, G, 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 Elie Wiesel’s *Night*; excerpts from Franklin D. Roosevelt’s “Arsenal of Democracy”; excerpts from Winston Churchill’s “Fight 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 Trace 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, Africa and Afghanistan. (G, H, P)
- W.62 Describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War and describe the environmental changes due to carpet bombing, Napalm, and Agent Orange. (G, H, P)

W.63 Explain the rise and consequences of the communist revolution in Cambodia led by Pol Pot and the Khmer Rouge, including the Cambodian Genocide and forced social engineering policies. (H, P)

W.64 Analyze multiple perspectives on the United States and Soviet conflicts involving Latin America, including the Cuban Missile Crisis. (G, H, P)

W.65 Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (H, P)

W.66 Draw evidence from literary or informational texts to support analysis, reflection, and research describing 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 Albert Einstein, Enrico Fermi, J. Robert Oppenheimer, Edward Teller, Wernher von Braun, Jonas Salk, James Watson, and Francis Crick. (C, P)

W.67 Identify Africa's climate, physical processes, geographical features, resources, human modifications, and population patterns and list the major natural resources and their relationship to the economy of the region. (E, G)

W.68 Describe the development and goals of nationalist movements in Africa, including the ideas and importance of nationalist leaders, including Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser. (H, P)

W.69 Explain the fight against and dismantling of the apartheid system in South Africa, including the role of Nelson Mandela and the African National Congress in ending apartheid. (H, P)

W.70 Evaluate the challenges in Africa, including its geopolitical, cultural, military, and economic significance and the international relationships in which Africa is involved including the civil war in the Democratic Republic of Congo. (C, E, P)

W.71 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.72 Conduct a short research project describing 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. (C, E, H, P)

W.73 List the reasons for, and the effects of, the partition of the Indian subcontinent into India and Pakistan in 1947. (G, H, P)

W.74 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. (C, H, P)

W.75 Explain why the Chinese and Indian governments have sought to control population growth and the methods they use. (C, G, P)

W.76 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.77 Delineate and evaluate the argument in a text describing the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (E, P)

W.78 Identify the climate, physical processes, 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.79 Write an informational piece describing the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, H, P)

W.80 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. (G, H, P)

W.81 Explore the role of various leaders who helped lead the collapse of communism and transformation of Eastern Europe including Ronald Reagan, Václav Havel, Margaret Thatcher, and Lech Walesa, using multimedia resources. (H, P)

W.82 Evaluate the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, and the dangers of the spread of weapons and technologies of mass destruction to rogue states and terrorist organizations. (C, E, G, P)

W.83 Write an opinion piece using valid reasoning and relevant and sufficient evidence on the creation of greater European economic and political unity, including The European Union and the Euro. (C, E, P)

W.84 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.85 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. (C, E, P)

W.86 Compare the rise of military dictatorships in Argentina, Brazil, and Guatemala and the shift to democracy. (H, P)

W.87 Evaluate the presence and influence of the United States in Latin America, including economic sanctions, military intervention in the War on Drugs, Organization of American States (OAS), and the Panama Canal. (E, H, 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.88 Explain the importance of trade and regional trade treaties, including NAFTA, MERCOSUR, CAFTA, and CARICOM. (E, G)

W.89 Trace 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.90 Evaluate the geographic impact, such as the growing innovations of technical geographical tools including GPS and GIS, these resources are having on retail, transportation, communication, and tech industries. (C, E, G)

W.91 Identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (E, G, P)

W.92 Analyze the use of geo-technology in the search for new sources of oil and the geographic causes and effects of transitioning to alternative energy sources. (E, G)

W.93 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. (G, H, P)

W.94 Analyze the attempts to secure peace in the Middle East, including the Camp David Accords and the Oslo Accords. (H, P)

W.95 Summarize the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (H, P)

W.96 Explain the defeat of the Soviet Union and the rise of the Mujahedin and the Taliban in Afghanistan. (G, H, P)

W.97 Determine the central ideas of a text describing the origin and course of the Rwanda Genocide. (C, H, P)

W.98 Describe the impact of the collapse of the Soviet Union on Eastern Bloc nations, including the Balkans. (G, H, P)

W.99 Examine the effects of German reunification on both Western and Eastern Germany. (C, G, P)

W.100 Using census data and population pyramids, identify and describe the demographic changes worldwide since 1980. (C, E, G, H, P)

W.101 Initiate and participate in collaborative discussions explaining the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (E, H, P)

W.102 Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (C, P)

W.103 Trace the increase in terrorist attacks against Israel, Europe, and the United States. (C, P)

W.104 Utilize primary and secondary sources describing America's response to, and the wider international consequences of, the September 11, 2001 terrorist attacks, including the United States invasion of Afghanistan and Iraq. (C, G, H, P)

Primary Documents and Supporting Texts to Read: *The World is Flat*, Thomas Friedman

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 for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes 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 describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel. (E, G)

US.2 Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly. (C, E, H, TN)

US.3 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters. (C, H, P, TN)

US.4 Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed

- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Garfield’s assassination
- Pendleton Act
- Interstate Commerce Act

US.5 Analyze the controversy that arose over the currency system in the late 1800’s, including 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.6 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Swift and Armour
- Cornelius Vanderbilt

US.7 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.8 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.9 Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement. (C, E, G).

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

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.10 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)

US.11 Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.12 Explain the characteristics and impact of the Granger Movement and Populism, including 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.13 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.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.15 Analyze the rise of the labor movement, including its leaders, major tactics, and the response of management and the government: (C, E, H, P, TN)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Coal Creek Labor Saga
- Collective bargaining
- Blacklisting
- Open vs. closed shops

US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.17 Analyze the goals and achievements of the Progressive movement, including the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall
- Adoption of the primary system
- 16th Amendment
- 17th Amendment
- impact on the relationship between the citizen and the government

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)

US.19 Analyze the significant progressive achievements during the administration of Theodore Roosevelt including the Square Deal, “trust-busting,” the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)

US.20 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.21 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.22 Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.23 Evaluate the arguments of interventionists and non-interventionists of the period, including Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.24 Describe the consequences of American imperialism of the period, including the following events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War (Teller, Platt, and Foraker Acts)
- Philippine Insurrection
- Roosevelt Corollary
- Panama Canal

US.25 Draw evidence from informational texts to compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)

US.26 Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States’ neutrality. (G, H, P)

US.27 Justify with supporting detail from text, the reasons for American entry into World War I, including the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.28 Identify and explain the impact of the following events and people during World War I: (G, H, P, TN)

- Major turning points
- Impact of trench warfare
- Use of new weapons and technologies
- Herbert Hoover
- John J. Pershing and the American Expeditionary Force
- Doughboys
- Alvin C. York

US.29 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.30 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)

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 Steffens; "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.31 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)

US.32 Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Sanders). (E, G, H, TN)

US.33 Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.34 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.35 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the "return to normalcy," Teapot Dome, and laissez faire politics. (E, H, P)

US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)

US.37 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 the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

US.38 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.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.41 Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)

US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.44 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM. (C, TN)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; *Crusade for Justice: The Autobiography of Ida B. Wells*, Ida B. Wells

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.45 Analyze the causes of the Great Depression, including 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.46 Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.” (E, P)

US.47 Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration, and Hoovervilles. (C, E, H, G)

US.48 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.49 Identify and explain the following New Deal programs and assess their past or present impact: (E, H, P, TN)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- National Recovery Administration and NIRA
- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

US.50 Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt. (E, P)

US.51 Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies. (C, E, G, P, TN)

US.52 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.53 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.54 Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)

US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930's, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)

US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E, P)

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. (H, P)

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.60 Explain United States and Allied wartime strategy and major events of the war, including 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.61 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.62 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
- Benito Mussolini
- Hideki Tōjō
- Dwight Eisenhower
- George C. Marshall
- Douglas MacArthur

US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)

US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)

US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, 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.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)

US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center. (E, G, P, TN)

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

US.70 Examine the American reaction and response to the Holocaust. (C, H, P)

US.71 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.72 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull. (P, H, TN)

Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman; Letter to President Franklin Roosevelt, Albert Einstein

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.73 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, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

US.74 Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans’ attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, 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.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.80 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
- Bombing of Cambodia
- Henry Kissinger
- Napalm and Agent Orange

US. 81 Present information, findings, and supporting evidence evaluating the impact of the Vietnam War on the home front, including the Anti-War movement, draft by lottery, and the role of television and the media. (C, H, P)

Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; “Address at Rice University,” 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; Inaugural Address, 1961, 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.82 Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)

US.83 Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.84 Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system. (C, E, G)

US.85 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.86 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.87 Explain the events related to labor unions, including 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.88 Describe President Kennedy's New Frontier programs 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.89 Examine court cases in the evolution of civil rights, including *Brown v. Board of Education* and *Regents of the University of California v. Bakke*. (C, H, P)

US.90 Examine the roles of civil rights advocates, including the following: (C, H, P, TN)

- Martin Luther King, Jr.
- Malcolm X
- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy

- President Lyndon Johnson
- James Meredith
- Jim Lawson

US.91 Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN)

- Columbia Race Riots
- Tent Cities of Haywood and Fayette Counties
- Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE
- Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides, including the opposition of Bull Connor and George Wallace
- March on Washington
- Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash
- Assassination of Martin Luther King, Jr.

US.93 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.94 Analyze the civil rights and voting rights legislation, including 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.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.96 Evaluate the impact of Johnson’s Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)

US.97 Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, generation gap, and Woodstock. (C, P)

US.98 Identify and explain significant achievements of the Nixon administration, including his appeal to the “silent majority” and his successes in foreign affairs. (E, H, P)

US.99 Analyze the Watergate scandal, including the background of the break-in, the importance of the court case United States v. Nixon, the changing role of media and journalism, the controversy surrounding Ford’s pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.100 Describe the causes and outcomes of the energy crisis of the 1970’s. (E, P)

US.101 Investigate the life and works of Alex Haley and his influence on American Culture, including *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*. (C, TN)

US.102 Explain the emergence of environmentalism, including 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.103 Identify and explain significant events of the Carter administration, including the Camp David Accords, the Panama Canal Treaty, poor economy, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

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 *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez

Primary Documents and Supporting Texts to Consider: Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment; 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, and Barack Obama.

US.104 Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems. (C, E, G)

US.105 Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada . (C, E, H, P)

US.106 Describe the significant events in the foreign policy of the George H.W. Bush administration, including the invasion of Panama and the Gulf War. (G, H, P)

US.107 Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

US.108 Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)

US.109 Analyze the late 20th century foreign policy of intervention by the United States in Somalia, Bosnia-Herzegovina, Kosovo and particular attempts to keep peace in the Middle East. (G, P)

US.110 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.111 Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally. (E, G, H, P)

US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)

Primary Documents and Supporting Texts to Read: “Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush; excerpts from “Acceptance Speech at the 2008 Democratic Convention,” President Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton; *The World is Flat*, Thomas Friedman

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 government as expressed in the Constitution and other essential documents of American democracy.

GC.1 Cite textual evidence and evaluate multiple points of view to analyze the influence of ancient Greek, Roman, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, Jean Jacques Rousseau, and William Blackstone on the development of United States government.

GC.2 Determine the central ideas in passages from Democracy in America to 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 and demonstrate an understanding of current application of those purposes and functions by identifying current government actions related to each of the six purposes.(P)

GC.4 Explain how the Constitution reflects a balance between the promotion of the public good and the protection of individual rights. (H, P)

GC.5 Summarize (CC) with supporting evidence why the Founding Fathers established a constitutional system that limited the power of government. (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. (P)

GC.8 Assess the claims, reasoning, and evidence of various authors to 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 censorship
- Relationship of religion and government
- Relationship of legislation and morality
- Government regulation and free enterprise

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; “The Social Contract” by Jean Jacques Rousseau

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 Describe in order the steps of 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, TN)

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 Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: (H, P)

- Mapp v. Ohio
- Tinker v. Des Moines
- Engel v. Vitale
- Schenck v. United States
- Gideon v. Wainwright
- Brandenberg 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 time (e.g., the Warren and Rehnquist courts). (H, P)

GC.17 Assess and cite textual evidence to 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 and the arguments espoused by each side in these cases. (H, P)

GC.18 Explain the controversies that have resulted over evolving 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)
- New Jersey v. TLO
- Roe v. Wade
- Korematsu v. United States
- Hazelwood v. Kuhlmeier

GC.19 Write an opinion piece with supporting details that argues whether the U.S. Constitution is a "living document" as intended by the Founding Fathers. (H)

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.20 Explain how conflicts between levels of government and branches of government are resolved (supremacy clause, checks and balances). (P)

GC.21 Analyze the processes of lawmaking, including the role of lobbying and the media. (P)

GC.22 Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them. (P)

GC.23 Evaluate various explanations for actions or events through textual evidence to analyze the scope of presidential power and decision-making related to significant examples, including the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and intervention in Bosnia. (H, P)

GC.24 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 of the United States; informational and primary source text related to the events in GC.23

Elections and the Political Process

Students evaluate issues regarding campaigns for national, state, and local elective offices.

GC.25 Analyze the origin, development, and role of political parties. (H, P)

GC.26 Explain the history of the nomination process for presidential candidates and the increasing importance of and difference between primaries, caucuses and general elections. (H, P)

GC.27 Analyze appropriate textual evidence to evaluate the roles of polls and campaign advertising, and examine the controversies over campaign funding. (P)

GC.28 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office). (P)

GC.29 Explain the features of direct democracy in numerous states (e.g., the process of initiatives, referendums, and recall elections). (P)

GC.30 Examine information in diverse formats and media to analyze trends in voter turnout and the causes and effects of reapportionment and redistricting. (P)

GC.31 Analyze the function of the electoral college. (H, P)

Influence of Media

Students evaluate the influence of the media on American political life.

GC.32 Cite textual evidence to defend a point of view about the meaning and importance of a free and responsible press. (P)

GC.33 Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. (P)

GC.34 Explain how public officials use the media to communicate with the citizenry and to shape public opinion. (P)

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.35 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy). (P)

GC. 36 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; the purpose of labor unions; copyrights and patents. (P)

GC.37 Describe the individual's legal obligations to obey the law, serve as a juror, and pay taxes. (P)

GC.38 Connect insights gained from appropriate informational text to describe the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (P)

GC.39 Describe the reciprocity between rights and obligations, that is enjoying rights means fulfilling certain obligations and respecting the rights of others. (P)

GC.40 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.41 Summarize the central ideas of iconic primary documents to identify the fundamental values and principles of a free society and evaluate their meaning and importance, including the writings and speeches of Thomas Jefferson, Abraham Lincoln, Franklin Roosevelt, John Kennedy, and Ronald Reagan.

GC.42 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (C, P)

GC.43 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.44 Examine the historical role of religion and religious diversity and their impact on society. (C, H, P)

GC. 45 Compare and contrast 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: The Declaration of Independence, 1776; 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.46 Describe the Civil Rights Movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.47 Describe the women’s rights movement and analyze resulting legislation and legal precedents. (C, H, P)

GC48 Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (United States v. Carolene Products, Adarand Constructors v. Pena). (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, and *Letter from a Birmingham Jail*, Martin Luther King, Jr.

Federal Government and the Economy

Students analyze the influence of the federal government on the American economy.

GC.49 Explain how the role of government in a mixed 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.50 Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels. (E, P)

GC.51 Describe how the government responds to perceived social needs by providing public goods and services. (E, P)

GC.52 Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government. (E, P)

GC.53 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 levels in Tennessee.

GC.54 Identify and describe the provisions of the Tennessee Constitution that define and distribute powers and authority of the state government. (P, TN)

GC.55 Provide examples of the principles of federalism, separation of powers, checks and balances, and popular sovereignty in the government of the state of Tennessee and the balance between the grand divisions within the state. (P, TN)

GC.56 Explain the hierarchy and functions of the Tennessee court system, including the distinction between Chancery and circuit courts and identify the current chief justice of the state supreme court. (P, TN)

GC.57 Summarize the functions of departments or agencies of the executive branch in the state of Tennessee. (P, TN)

GC.58 Compare and contrast the legal, fiscal, and operational relationship between state and local governments in Tennessee. (E, P, TN)

GC.59 Explain the differences among the types of local governments in Tennessee, including county government, city government, and metro government. (P, TN)

GC.60 Describe how citizens can monitor and influence local and state government as individuals and members of interest groups. (P, TN)

GC.61 Write an opinion piece with supporting details regarding the specific ways individuals can best serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of government. (C, P, TN)

GC.62 Identify current representatives (per the student's respective district) in the Tennessee General Assembly and research their past and current proposed legislation that has significantly impacted the lives of Tennesseans. (P, TN)

GC.63 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee. (P, TN)

GC.64 Working with other students, identify a significant public policy issue in your 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, TN)

Primary Documents and Supporting Texts to Read: The Tennessee Constitution

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 Explain that voluntary exchange occurs when all participating parties expect to gain. (E)

E.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? For whom to produce? (E)

E.7 Describe how clearly defined and enforced property rights are essential to a market economy. (E)

E.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. (E)

E.9 Compare and contrast the theoretical principles of the economic systems of capitalism, socialism, and communism, and use historical examples to provide evidence of their effectiveness. (E, H)

E.10 Examine informational text and primary sources to analyze the major ideas of the following economists:

- Adam Smith

- Thomas Malthus
- Karl Marx
- John Maynard Keynes
- Friedrich Hayek
- Milton Friedman
- Ben Bernanke

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.11 Define supply and demand, and provide relevant examples. (E)
- E.12 Describe the role of buyers and sellers in determining the equilibrium price. (E)
- E.13 Describe how prices of products as well as interest rate and wage rates send signals to buyers and sellers of products, loanable funds, and labor. (E)
- E.14 Explain that consumers ultimately determine what is produced in a market economy (consumer sovereignty). (C, E)
- E.15 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. (C, E)
- E.16 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.17 Identify factors that cause changes in market supply and demand. (E)
- E.18 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets. (E)
- E.19 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (E)
- E. 20 Cite evidence from appropriate informational texts to argue in an opinion piece for or against the minimum wage. (E)
- E.21 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate. (E)
- E.22 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.23 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. (E)

E.24 Analyze the various ways and reasons that firms grow either through reinvestment of financial capital obtained through retained earnings, stock issues and borrowing, or through horizontal, vertical, and conglomerate mergers. (E)

E.25 Analyze key details and central ideas from diverse forms of informational text to summarize the role and historical impact of economic institutions, such as labor unions, multinationals, and nonprofit organizations, in market economies. (E)

E.26 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure competition. (H, E)

E.27 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more. (E)

E.28 Demonstrate how firms with market power can determine price and output through marginal analysis. (E)

E.29 Explain ways that firms engage in price and non-price competition. (E)

E.30 Examine informational text in diverse formats and media to analyze how investment in research and development, equipment and technology, and training of workers increases productivity. (E)

E.31 Describe how the earnings of workers are determined by the market value of the product produced or service provided, workers' productivity, incentives, collective bargaining, and discrimination. (E)

E.32 Analyze the role and productivity of entrepreneurs in a free-enterprise system and how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies. (E, C)

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.33 Explain how government responds to perceived social needs by providing public goods and services. (E, P)

E.34 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. (E, P)

E.35 Identify laws and regulations adopted in the United States to promote competition among firms. (E, H, P)

E.36 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. (E, P)

E.37 Define progressive, proportional, and regressive taxation. (E, H, P)

E.38 Use appropriate informational text to analyze costs and benefits of government policies (Social Security, Medicare, Earned Income credits) and cite evidence from multiple sources to argue for or against one example of such a government policy or program. (E, H, P)

E.39 Research textual evidence in diverse formats to write a problem-solution piece recommending a course of action in regard to the national debt. (E, P)

E.40 Define and explain fiscal and monetary policy and the various schools of thought including Keynesian, Supply-siders, and Monetarists on how, when and if these policies should be used to stabilize the economy. (E, P)

E.41 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (E, P)

E.42 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.43 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. (E)

E.44 Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. (E)

E.45 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (E, H)

E.46 Identify the different causes of inflation, and explain who gains and loses because of inflation. (E)

E.47 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 the government. (C, E, H, P)

E.48 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.49 Explain the basic functions of money including its role as a medium of exchange, store of value, unit of account. (E)

E.50 Describe the growth of income inequality in the United States and worldwide using the Lorenz curve and analyze the reasons for this increasing disparity of income. (E)

E.51 Identify the composition of the money supply of the United States. (E)

E.52 Explain the role of banks and other financial institutions in the economy of the United States. (E)

E.53 Describe the organization and functions of the Federal Reserve System and identify the current Federal Reserve chairperson. (E)

Trade

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

E.54 Examine evidence in informational texts to explain the benefits of trade among individuals, regions, and countries. (E, G)

E.55 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.56 Define trade barriers, such as quotas and tariffs. (E, G)

E.57 Explain why countries sometimes erect barriers to trade such as quotas and tariffs, or through subsidies to domestic producers and the consequences of those trade barriers and subsidies on consumers and producers. (E, G, H)

E.58 Explain the difference between balance of trade and balance of payments. (E, G)

E.59 Compare and contrast labor productivity trends in the United States and other developed countries. (E, G)

E.60 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (E, G)

E.61 Cite evidence from appropriate informational text to 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 the contemporary issues confronting 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, including the role of Africans, Europeans, and colonists. (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 African American 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 views on slavery and the status of freed slaves in the United States. (P)

AAH.14 Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South, including the 13th U.S. Colored Troops. (H, TN)

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 as they relate to African Americans. (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 the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, 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, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier. (P, TN)

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, including the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration. (C, E, G, TN)

AAH.23 Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I, including Buffalo Soldiers and George Jordan. (C, H, TN)

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, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey. (C, TN)

AAH.26 Describe the contributions of African Americans to the visual arts, including Edmondson Williams. (C, TN)

AAH.27 Evaluate the impact of the African American 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 African American "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, including the Highlander Folk School. (C, H, P, TN)

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)

AAH.41 Summarize the Civil Rights Movement in Tennessee, including the integration of Clinton High School, sit-ins in Nashville, and the activities of Diane Nash and Jim Lawson. (C, H, P, TN)

African American Issues in Contemporary Times

Students analyze the issues confronting contemporary African Americans in the continuing struggle for equality.

AAH.42 Identify and analyze how the changing political environment has impacted civil rights. (P)

AAH.43 Describe how African Americans have responded to or engaged in political conservatism. (P)

AAH.44 Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. (C, E, P)

AAH.45 Identify and evaluate major contemporary African American issues confronting society, including affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime. (C, E, P)

AAH.46 Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. (C, G)

AAH.47 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner and Oprah Winfrey. (C, TN)

Suggested reading for the course:

- *The Meaning of the Fourth of July for the Negro*, Frederick Douglass
- *Uncle Tom's Cabin*, Harriet Beecher Stowe

- *Journal of a Residence on a Georgian Plantation in 1838-1839*, Frances Anne “Fanny” Kemble (1863)
- *The Lincoln – Douglas Debates*
- *Reminiscences of My Life in Camp with the 33rd United States Colored Troops*, Susie King Taylor
- *The Civil Rights of Freedmen, From – Mississippi Laws of the State, 1865* – This is an example of the Black Codes
- *Of Mr. Booker T. Washington and Others* (1903), W.E.B. DuBois
- *The Black Woman Has Worked All of Her Life* (1979), Fanny Christina Hill: This is an interview conducted by Sherna Berger Gluck
- *U.S. Constitution* - 13th, 14th, and 15th Amendments
- The Brown vs. Board of Education Opinion
- The Civil Rights Act of 1964

Ancient History

Course Description: *Students will examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. 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 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/BCE 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/BCE

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 Ancient Israelites, 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 from circa 1000 B.C./B.C.E. to 135 A.D./C.E. (C)

AH.15 Cite the religious, social, and legal contributions of Judaism. (C, G)

AH.16 Explain the development of language and writing. (C)

Classical Civilizations and Rise of Religious Traditions, 1000 BC/BCE to 500 AD/CE

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/BCE to 500 AD/CE in terms of its impact on Western civilization.

AH.17 Describe Persia, including Zoroastrianism and the development of an imperial bureaucracy. (C, P)

AH.18 Describe India, with emphasis on the Aryan migrations and the caste system. (C, G, H, P)

AH.19 Describe the origins, beliefs, traditions, customs, and spread of Hinduism. (C, G)

AH.20 Describe the origins, beliefs, traditions, customs, and spread of Buddhism. (C, G)

AH.21 Describe China, with emphasis on the development of an empire and the construction of the Great Wall. (C, G)

AH.22 Describe the impact of Confucianism, Taoism, and Buddhism. (C)

AH.23 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.24 Describe Greek mythology and religion. (C)

AH.25 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.26 Evaluate the significance of the Persian and Peloponnesian wars. (H)

- AH.27 Characterize life in Athens during the Golden Age of Pericles. (C)
- AH.28 Cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. (C)
- AH.29 Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. (C, G, H)
- AH.30 Assess the influence of geography on Roman economic, social, and political development. (G)
- AH.31 Describe Roman mythology and religion. (C)
- AH.32 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.33 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.34 Assess the impact of military conquests on the army, economy, and social structure of Rome. (C, E, G, P)
- AH.35 Assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs. (H, P)
- AH.36 Explain the economic, social, and political impact of the Pax Romana. (C, E, P)
- AH.37 Describe the origin, beliefs, traditions, customs, and spread of Christianity. (C, G)
- AH.38 Explain the development and significance of the Christian church in the late Roman Empire. (C)
- AH.39 List contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law. (C, H, P)
- AH.40 Cite the reasons for the decline and fall of the Western Roman Empire. (H)

Postclassical Civilizations, 300 to 1000 AD/CE

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 AD/CE. The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD/CE. The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 AD/CE in terms of its impact on Western civilization.

- AH.41 Explain the establishment of Constantinople as the capital of the Eastern Roman Empire. (G, H)

AH.42 Identify Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy. (H, P)

AH.43 Characterize Byzantine art and architecture and the preservation of Greek and Roman traditions. (C)

AH.44 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. (C)

AH.45 Map and assess the impact of Byzantine influence and trade on Russia and Eastern Europe. (E, G)

AH.46 Describe the origin, beliefs, traditions, customs, and spread of Islam. (C, G)

AH.47 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.48 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.49 Cite cultural and scientific contributions and achievements of Islamic civilization. (C)

AH.50 Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe. (C, G)

AH.51 Explain the structure of feudal society and its economic, social, and political effects. (C, E, G, H, P)

AH.52 Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire. (H, P)

AH.53 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/CE

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.54 Locate major trade routes. (E, G)

AH.55 Identify technological advances and transfers, networks of economic interdependence, and cultural interactions. (E, G)

AH.56 Describe Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture. (C, G)

AH.57 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.58 Describe geographic relationships, with emphasis on patterns of development in terms of climate and physical features of the Mayans, Aztecs, and Incans. (G)

AH.59 Describe cultural patterns and political and economic structures of the Mayans, Aztecs, and Incans. (C, E, P)

AH.60 Describe the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each. (H, P)

AH.61 Explain conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople. (H, P)

AH.62 Identify patterns of crisis and recovery related to the Black Death (Bubonic plague). (E, G, H)

AH.63 Explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. (C)

AH.64 Identify the economic foundations of the Italian Renaissance. (E)

AH.65 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.66 Cite artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. (C)

AH.67 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 terms.

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 in an argumentative essay.

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, including the creation of a media presentation that integrates multiple sources of information on one such issue. (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 Cite specific textual evidence to 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 Integrate information from diverse sources to write an expository piece that analyzes the rights and responsibilities of a citizen in the United States 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 Cite specific textual evidence to compare and contrast 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 Evaluate the premises, claims, and evidence presented by various authors to compare and contrast 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 by integrating multiple sources of information from diverse formats and media into a formal presentation that includes a short research paper. (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 marriage.
- 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.

Psychology

Course Description: *Students will study the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in human and non-human animals, the processes of sensation and perception, and life span development. Students will study social cognition, influence, and relations. Students will examine social and cultural diversity and diversity among individuals. Students will study memory, including encoding, storage, and retrieval of memory. Students will also study perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life. Students will explore 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 Elaborate on systematic procedures used to improve the validity of research findings, including external validity.

P.4 Discuss how and why psychologists use non-human animals in research and identify ethical guidelines to follow regarding this type of research.

P.5 Identify ethical standards psychologists must follow regarding research with human participants.

P.6 Explain descriptive statistics and qualitative data and explain how they are used by psychological scientists.

P.7 Define correlation coefficients and explain their appropriate interpretation.

P.8 Interpret graphical representations of data as used in both quantitative and qualitative methods and explain other statistical concepts, such as statistical significance and effect size.

P.9 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.10 Identify the major divisions and subdivisions of the human nervous system.

P.11 Identify the parts of the neuron and describe the basic process of neural transmission.

P.12 Differentiate between the structures and functions of the various parts of the central nervous system.

P.13 Describe lateralization of brain functions.

P.14 Discuss the mechanisms and the importance of plasticity of the nervous system.

P.15 Describe how the endocrine glands are linked to the nervous system.

P.16 Describe how hormones affect behavior and mental processes.

P.17 Describe how hormones affect the immune system.

P.18 Analyze concepts in genetic transmission.

P.19 Describe the interactive effects of heredity and environment.

P.20 Explain how evolved tendencies influence behavior.

P.21 Identify tools used to study the nervous system.

P.22 Describe advances made in neuroscience and 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 between the person and the environment to determine determining perception.

P.23 Examine the processes of sensation and perception and elaborate on how they interact.

P.24 Explain the concepts of threshold and adaptation.

P.25 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors.

P.26 Describe the visual, sensory and auditory sensory systems.

P.27 Describe other sensory systems, including olfaction and gustation, and identify skin senses, kinesthesia, and vestibular sense.

P.28 Explain Gestalt's principles of perception.

P.29 Describe binocular and monocular depth cues.

P.30 Describe the importance of perceptual constancies.

P.31 Describe perceptual illusions and the nature of attention.

P.32 Explain how experiences and expectations influence perception.

Development and Learning Domain

Life Span Development

Students will examine and describe methods, issues, and theories in life span development, including prenatal development, infancy, childhood, adolescence, adulthood, and aging.

P.33 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

P.34 Explain issues of continuity/discontinuity and stability/change.

P.35 Distinguish methods used to study development.

P.36 Describe the role of sensitive and critical periods in development.

P.37 Discuss issues related to the end of life.

P.38 Discuss cognitive, moral and social development theories.

P.39 Describe physical development from conception through birth and identify influences on prenatal development.

P.40 Describe the reflexes, temperament, and abilities of newborns.

P.41 Elaborate on physical and motor development during infancy.

P.42 Describe the development of infant perceptual abilities, intelligence, memory, thinking ability, communication and language.

P.43 Describe social, cultural, and emotional development through childhood.

P.44 Identify major physical changes.

P.45 Describe the development of reasoning and morality.

P.46 Describe the formation of identity.

P.47 Examine the role of family and peers in adolescent development.

P.48 Identify major physical changes associated with adulthood and aging.

P.49 Describe cognitive changes that occur in adulthood and throughout the aging process.

P.50 Assess the social, cultural, and emotional issues in aging.

Sociocultural Context Domain

Social Interactions

Students will describe and discuss social cognition, influence, and relations.

P.51 Describe attributional explanations of behavior.

P.52 Describe the relationship between attitudes (implicit and explicit) and behavior.

P.53 Identify persuasive methods used to change attitudes.

P.54 Describe the power of the situation.

P.55 Describe the effects of others' presence on individuals' behavior.

P.51 Describe how group dynamics influence behavior and how an individual influences group behavior.

P.52 Elaborate on the nature and effects of stereotyping, prejudice, and discrimination.

P.53 Describe the determinants of prosocial behavior.

P.54 Discuss influences on aggression and conflict.

P.55 Discuss factors that influence attraction and relationships.

Sociocultural Diversity

Students will examine social and cultural diversity and diversity among individuals.

P.56 Define culture and diversity.

P.57 Identify how cultures change over time and vary within and across nations.

- P.58 Analyze the relationship between culture and conceptions of self and identity.
- P.59 Interpret and explain the psychological research that examines race and ethnicity.
- P.60 Discuss psychological research that examines socioeconomic status.
- P.61 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- P.62 Discuss psychological research examining gender similarities and differences and impacts of gender discrimination.
- P.63 Discuss the psychological research of gender and how the roles of women and men are perceived in society.
- P.64 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
- P.65 Discuss psychological research examining differences in individual, cognitive and physical abilities.

Cognition Domain

Memory

Students will analyze encoding, storage, and retrieval of memory.

- P.66 Identify factors that influence encoding.
- P.67 Characterize the differences between shallow (surface) and deep (elaborate) processing.
- P.68 Discuss the strategies for improving the encoding of memory.
- P.69 Describe the differences between working memory and long-term memory.
- P.70 Identify and explain biological processes related to how memory is stored.
- P.71 Discuss the types of memory and memory disorders including amnesias and dementias.
- P.72 Discuss the strategies to improve the storage of memories.
- P.73 Analyze the importance of retrieval cues in memory.
- P.74 Explain the role that interference plays in the retrieval of memories.
- P.75 Discuss the factors influencing how memories are retrieved and strategies for improving the retrieval of memories.
- P.76 Explain how memories can be malleable.

Psychological Disorders

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

P.77 Define psychologically abnormal behavior.

P.78 Describe historical and cross-cultural views of abnormality and major models of abnormality.

P.79 Discuss how stigma relates to abnormal behavior.

P.80 Discuss the impact of psychological disorders on the individual, family and society.

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 through an examination of textual evidence and formulate a personal perspective. (C, H)
- S.6 Use research from informational text and primary sources to compare and contrast 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 Use diverse formats and media to 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 Write an expository piece using appropriate textual evidence to 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 Use research from informational texts and case studies to analyze group dynamics and assess its effects on group behavior. (C)

S.19 Evaluate the nature of bureaucracies and write an opinion piece that defends or criticizes their use. (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 Examine informational text to evaluate various explanations for 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 Research evidence to write an opinion piece that evaluates 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 Cite specific textual evidence from primary sources and informational text to 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 and offer one solution in a presentation that integrates multiple sources of information from diverse formats and media.(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 Analyze the differing points of view offered by sociologists to 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 Understand that spatial patterns and processes are essential to appreciating how people live on Earth. (C, E, G, H, P)

WG.2 Apply geographic thinking in addressing global issues. (E, G, P)

WG.3 Obtain geographical information about the world's countries, cities, and environments. (G)

WG.4 Apply the concepts of location, scale, map projection, or orientation. (G)

WG.5 Develop and refine mental maps of world regions. (G)

WG.6 Create and compare political, physical, and thematic maps. (C, E, G, H, P)

WG.7 Analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions. (C, G)

WG.8 Explain and apply geospatial technologies including GIS, GPS, and remote sensing. (E, G, P)

Physical and Ecological Processes

The student will analyze how selected physical and ecological processes shape the Earth's surface.

WG.9 Describe ways in which different types of physical processes create and shape the surface of the Earth. (G)

WG.10 Identify regional climatic patterns and weather phenomena and their effects on people and places. (G)

WG.11 Describe how humans influence the environment and are influenced by it. (C, E, G)

WG.12 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.13 Explain how characteristics of regions have led to regional labels. (C, E, G, H, P)

WG.14 Explain how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. (C, G)

WG.15 Analyze how cultural characteristics, including the world's major languages, ethnicities, religions, and issues of gender link or divide regions. (C, G)

WG.16 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.17 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)

WG.18 Analyze the role of demography in each region of the world, including life expectancy, birth rate, fertility rate, dependency ratio, and standard of living indicators.

Migration

The student will examine trends and influences in human migration.

WG.19 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.20 Show the influence of different types of resources on patterns of economic activity and land use. (E, G)

WG.21 Evaluate perspectives and consequences regarding the use of resources. (E, G)

Economic Interdependence

The student will examine global economics patterns and interactions.

WG.22 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.23 Analyze the global patterns and networks of economic interdependence. (E, G)

WG.24 Identify factors, including comparative advantage, that influence economic activities and trade. (E, G)

WG.25 Map, describe, and evaluate the formation of economic unions. (E, G, H)

WG.26 Describe ways that economic and social interactions have changed over time. (E, G)

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.27 Explain and analyze reasons for the creation of different political divisions. (G, H)

WG.28 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.29 Apply the concepts of site and situation to major cities in each region. (G)

WG.30 Explain how the functions of towns and cities have changed over time. (G, H)

WG.31 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.32 Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. (C, E, G, P)

WG.33 Relate current events to the physical and human characteristics of places and regions. (C, E, G, H, P)