

K-8 Social Studies

Grade-Level Indicators

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Tennessee, the United States and the world.

Kindergarten

Chronology

1. Recite the days of the week.
2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).

Heritage

4. Recognize state and federal holidays and explain their significance.
5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

Grade One

Chronology

1. Recite the months of the year.
2. Place events from one's own life in chronological order.
3. Distinguish among past, present and future.

Daily Life

4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
5. Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.

Heritage

6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

Grade Two

Chronology

1. Measure calendar time by days, weeks, months and years.
2. List the days of the week and months of the year in order.
3. Place a series of related events in chronological order on a time line.

Daily Life

4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:
 - a. Forms of communication from the past and present;
 - b. Forms of transportation from the past and present.

Heritage

7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
 - a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);
 - b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

Grade Three

Chronology

1. Define and measure time by years, decades and centuries.
2. Place local historical events in sequential order on a time line.

Growth

3. Describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

Grade Four

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|-------------------|--|
| <i>Chronology</i> | 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Tennessee history. |
| <i>Settlement</i> | 2. Describe the earliest settlements in Tennessee including those of prehistoric peoples. |
| | 3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in the United States. |
| <i>Growth</i> | 4. Explain how Tennessee progressed from territory to statehood, including the terms of the Northwest Ordinance. |
| | 5. Explain how canals and railroads changed settlement patterns in Tennessee and Tennessee's economic and political status in the United States. |
| | 6. Explain the importance of inventors in Tennessee history. |

Grade Five

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|-------------------|---|
| <i>Chronology</i> | 1. Create time lines and identify possible relationships between events. |
| <i>Settlement</i> | 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. |
| | 3. Explain why European countries explored and colonized North America. |
| | 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. |
| | 5. Explain how the United States became independent from Great Britain. |
| <i>Growth</i> | 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States. |

Grade Six

Chronology

1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

*Early
Civilizations*

3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:
 - a. Hunting and gathering;
 - b. Tool making;
 - c. Use of fire;
 - d. Domestication of plants and animals;
 - e. Organizing societies;
 - f. Governance.
4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

*The First Global
Age*

5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

Chronology

1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

*Early
Civilizations*

2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:

a. The development of concepts of government and citizenship;

b. Scientific and cultural advancements;

c. The spread of religions;

d. Slavery and systems of labor.

*Feudalism and
Transitions*

3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

4. Explain the lasting effects of military conquests during the Middle Ages including:

a. Muslim conquests;

b. The Crusades;

c. The Mongol invasions.

5. Describe the impact of new ideas and institutions on European life including:

a. The significance of printing with movable type;

b. Major achievements in art, architecture and literature during the Renaissance;

c. The Reformation.

The First Global Age

6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
 - a. Trade routes;
 - b. Products;
 - c. The spread of the Arabic language;
 - d. The spread of Islam.
7. Describe the causes and effects of European exploration after 1400 including:
 - a. Imperialism, colonialism and mercantilism;
 - b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

Grade Eight

Chronology

1. Select events and construct a multiple-tier time line to show relationships among events.

The First Global Age

2. Describe the political, religious and economic aspects of North American colonization including:
 - a. Reasons for colonization, including religion, desire for land and economic opportunity;
 - b. Key differences among the Spanish, French and British colonies;
 - c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - d. Indentured servitude and the introduction and institutionalization of slavery;
 - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - f. Conflicts among colonial powers for control of North America.

Revolution

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
4. Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence;
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
 - c. Creation of state constitutions;
 - d. Impacts on women, African-Americans and American Indians.

A New Nation

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security;
 - b. Creating a stable economic system;
 - c. Dealing with war debts;

- d. Collecting revenue;
 - e. Defining the authority of the central government.
6. Explain the challenges in writing and ratifying the U.S. Constitution including:
- a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
 - b. The Federalist/ Anti-Federalist debate;
 - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
- a. The precedents established by George Washington, including the cabinet and a two-term presidency;
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
 - c. The establishment of an independent federal court system.

*Civil War and
Reconstruction*

8. Describe and analyze the territorial expansion of the United States including:
 - a. Northwest Ordinance;
 - b. The Louisiana Purchase and the Lewis and Clark expedition;
 - c. Westward movement including Manifest Destiny;
 - d. The Texas War for Independence and the Mexican-American War.
9. Explain causes of the Civil War with emphasis on:
 - a. Slavery;
 - b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;

The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;

- g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on:
 - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
 - b. The Emancipation Proclamation;
 - c. The Battle of Gettysburg.
 11. Analyze the consequences of Reconstruction with emphasis on:
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Kindergarten

Cultures

1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Diffusion

2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

Grade One

Cultures

1. Describe similarities and differences in the ways different cultures meet common human needs including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Language;
 - e. Artistic expressions.

Diffusion

2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
3. Describe family and local community customs and traditions.
4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.

Grade Two

Cultures

1. Describe the cultural practices and products of people on different continents.

Diffusion

2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

Grade Three

Cultures

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression;
 - b. Religion;
 - c. Language;
 - d. Food.
2. Compare the cultural practices and products of the local community with those of other communities in Tennessee, the United States and countries of the world.

Interaction

3. Describe settlement patterns of various cultural groups within the local community.

Grade Four

Cultures

1. Describe the cultural practices and products of various groups who have settled in Tennessee over time:
 - a. The Paleo Indians, Archaic Indians, Woodland Indians and Late Prehistoric Indians (Fort Ancient);
 - b. Historic Indians of Tennessee;
 - c. European immigrants;
 - d. Amish and Appalachian populations;
 - e. African-Americans;
 - f. Recent immigrants from Africa, Asia and Latin America.

Interaction

2. Describe the impact of the expansion of European settlements on American Indians in Tennessee.
3. Explain the reasons people came to Tennessee including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression.

Grade Five

Cultures

1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.

Interaction

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
3. Describe the experiences of African-Americans under the institution of slavery.
4. Describe the waves of immigration to North America and the areas from which people came in each wave.
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

Grade Six

Cultures

1. Compare the cultural practices and products of the societies studied including:
 - a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
 - a. Buddhism;
 - b. Christianity;
 - c. Judaism;
 - d. Hinduism;
 - e. Islam.

Interaction

3. Explain factors that foster conflict or cooperation among countries:
 - a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

Grade Seven

Cultures

1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

Diffusion

3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Grade Eight

Interaction

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.
6. Explain how the diverse peoples of the United States developed a common national identity.

Diffusion

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Kindergarten

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Up/Down;
 - b. Over/Under;
 - c. Here/There;
 - d. Front/Back;
 - e. Behind/In front of.
2. Recite home address.
3. Make models and maps representing real places including the classroom.
4. Distinguish between land and water on maps and globes.

Places and Regions

5. Demonstrate familiarity with the school's layout.
6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

Human Environmental Interaction

7. Identify key natural resources that are used in the students' daily lives.

Grade One

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Left/Right;
 - b. Near/Far.
2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).

3. Identify and use symbols to locate places of significance on maps and globes.
4. Locate the local community, state and the United States on maps or globes.

Places and Regions

5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/ signals) of places in the community.
6. Compare areas within the local community to identify similarities.

*Human
Environmental
Interaction*

7. Describe human adaptations to variations in the physical environment including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Transportation;
 - e. Recreation.

Grade Two

Location

1. Read and interpret a variety of maps.
2. Construct a map that includes a map title and key that explains all symbols that are used.
3. Name and locate the continents and oceans.

Places and Regions

4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

*Human
Environmental
Interaction*

5. Compare how land is used in urban, suburban and rural environments.
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Grade Three

Location

1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
2. Use a compass rose and cardinal directions to describe the relative location of places.
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

*Human
Environmental
Interaction*

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Grade Four

Location

1. Use a linear scale to measure the distance between places on a map.
2. Use cardinal and intermediate directions to describe the relative location of places.
3. Describe the location of Tennessee relative to other states and countries.
4. Use maps to identify the location of major physical and human features of Tennessee including:
 - a. Lakes
 - b. Rivers;
 - c. Plains;
 - d. The Appalachian Plateau;
 - e. Bordering states;
 - f. The capital city;
 - g. Other major cities.

Places and Regions

5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Tennessee.
6. Identify manufacturing, agricultural, mining and forestry regions in Tennessee.
7. Explain how resources, transportation and location influenced the development of cities and industries in Tennessee including major industries, such as oil, steel, rubber and glass.

*Human
Environmental
Interaction*

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Tennessee.
9. Identify ways that people have affected the physical environment of Tennessee including:
 - a. Use of wetlands;
 - b. Use of forests;
 - c. Building farms, towns and transportation systems;
 - d. Using fertilizers, herbicides and pesticides;
 - e. Building dams.

Movement

10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

Grade Five

Location

1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
2. Use maps to identify the location of:
 - a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.

Places and Regions

3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
4. Explain how climate is influenced by:
 - a. Earth-sun relationships;
 - b. Landforms;
 - c. Vegetation.
5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - a. Forests;
 - b. Fertile soil;
 - c. Oil;
 - d. Coal;
 - e. Running water.
7. Analyze reasons for conflict and cooperation among regions of North America including:
 - a. Trade;
 - b. Environmental issues;
 - c. Immigration.

*Human
Environmental
Interaction*

8. Explain how the characteristics of different physical environments affect human activities in North America.
9. Analyze the positive and negative consequences of human changes to the physical environment including:
 - a. Great Lakes navigation;
 - b. Highway systems;
 - c. Irrigation;
 - d. Mining;
 - e. Introduction of new species.

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

Grade Six

Location

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
 - a. Agriculture;
 - b. Mining;
 - c. Fishing;
 - d. Manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

*Human
Environmental
Interaction*

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
 - a. Bodies of water;
 - b. Landforms;
 - c. Climates;
 - d. Vegetation;
 - e. Weathering;
 - f. Seismic activity.
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - a. Urbanization;
 - b. Desertification;
 - c. Deforestation.
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:
 - a. Dam building;
 - b. Energy production/usage;
 - c. Agriculture;
 - d. Urban growth.

Movement

8. Explain push and pull factors that cause people to migrate from place to place including:
 - a. Oppression/Freedom;
 - b. Poverty/Economic opportunity;
 - c. Cultural ties;
 - d. Political conflicts;
 - e. Environmental factors.
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

- Location*
1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
 2. On a map, identify places related to the historical events being studied and explain their significance.
- Places and Regions*
3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.
- Human Environmental Interaction*
4. Use physical and historical maps to analyze the reasons that human features are located in particular places.
- Movement*
5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:
 - a. Physical features;
 - b. Culture;
 - c. War;
 - d. Trade;
 - e. Technological innovations.

Grade Eight

- Places and Regions*
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- Human Environmental Interaction*
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

Movement

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Kindergarten

*Scarcity and
Resource Allocation*

1. Recognize that people have many wants.
2. Explain how people make decisions in order to satisfy their wants.

*Production,
Distribution and
Consumption*

3. Identify goods and services.

Grade One

*Scarcity and
Resource Allocation*

1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

*Production,
Distribution and
Consumption*

2. Describe the ways people produce, consume and exchange goods and services in their community.

Markets

3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

Grade Two

*Scarcity and
Resource Allocation*

1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).

*Production,
Distribution and
Consumption*

2. Explain how people are both buyers and sellers of goods and services.
3. Recognize that most people work in jobs in which they produce a few special goods or services.
4. Explain why people in different parts of the world earn a living in a variety of ways.

Markets

5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

Grade Three

*Scarcity and
Resource Allocation*

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

*Production,
Distribution and
Consumption*

2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

Grade Four

*Scarcity and
Resource Allocation*

1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
2. Explain how the availability of productive resources in Tennessee promotes specialization in the production of goods and services and leads to trade.

*Production,
Distribution and
Consumption*

3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

Markets

4. Explain ways in which individuals and households obtain and use income.

5. Explain why people in Tennessee specialize in what they produce and then trade with others, which then increases the amount of goods and services available.

6. Explain why many jobs in Tennessee depend on markets in other countries and why Tennessee is a market for goods and services from other countries.

Grade Five

*Scarcity and
Resource Allocation*

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.

2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

*Production,
Distribution and
Consumption*

3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

Grade Six

*Scarcity and
Resource Allocation*

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.

Markets

3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

*Government and the
Economy*

6. Distinguish between goods and services typically produced by the private sector and the public sector.

Grade Seven

*Scarcity and
Resource Allocation*

1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.

Markets

2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

Grade Eight

*Scarcity and
Resource Allocation*

1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Markets

2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

*Government and the
Economy*

4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Kindergarten

Role of Government

1. Identify authority figures in the home, school and community.
2. Recognize symbols of the United States that represent its democracy and values including:
 - a. The national flag;
 - b. The Pledge of Allegiance.

Rules and Laws

3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

Grade One

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.
2. Explain how voting can be used to make group decisions.
3. Recognize symbols of the United States that represent its democracy and values including:
 - a. The bald eagle;
 - b. The White House;
 - c. The Statue of Liberty;
 - d. The national anthem.

Rules and Laws

4. Recognize the need for rules in different settings and the need for fairness in such rules.
5. Discuss the consequences of violating rules.

Grade Two

Role of Government

1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:
 - a. Making and enforcing laws;
 - b. Providing leadership;
 - c. Providing services;
 - d. Resolving disputes.
3. Explain the importance of landmarks in the United States and the ideals that they represent including:
 - a. The Washington Monument;
 - b. The Jefferson Memorial;
 - c. The Lincoln Memorial.

Rules and Laws

4. Explain the purpose of rules in the workplace.
5. Predict the consequences of following rules or violating rules in different settings.

Grade Three

Role of Government

1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
3. Identify the location of local government buildings and explain the functions of government that are carried out there.
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
5. Define power and authority.
6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

Grade Four

Role of Government

1. Explain major responsibilities of each of the three branches of government in TN.
 - a. The legislative branch, headed by the General Assembly, makes state laws.
 - b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.
 - c. The judicial branch, headed by the TN Supreme Court, interprets and applies the law.
2. Explain why elections are used to select leaders and decide issues.

Rules and Laws

3. Explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.
4. Explain that the TN Constitution tells how the state government should be organized and guarantees the rights of individuals.

Grade Five

Role of Government

1. Explain major responsibilities of each of the three branches of the U.S. government:
 - a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.
2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.

Rules and Laws

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Grade Six

Role of Government

1. Explain reasons for the creation of governments such as:
 - a. Protecting lives, liberty and property;
 - b. Providing services that individuals cannot provide for themselves.
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
3. Explain the ways that countries interact with each other including:
 - a. Diplomacy;
 - b. Treaties;
 - c. International meetings and exchanges (e.g., United Nations);
 - d. Military conflict.

Systems of Government

4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Grade Seven

Systems of Government

1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Grade Eight

Role of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
 - a. Payment of debt;
 - b. Establishment of a national bank;
 - c. Strict or loose interpretation of the Constitution;
 - d. Support for England or France.

Rules and Laws

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion;
 - b. Economic instability;
 - c. Government under the Articles of Confederation.
4. Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy;
 - b. Federalism;
 - c. Bicameralism;
 - d. Separation of powers;
 - e. Checks and balances.
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition;
 - b. Right to trial by jury and the right to counsel;
 - c. Due process and equal protection of the laws.
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.
8. Describe the process by which a bill becomes a law.

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Kindergarten

Participation

1. Participate and cooperate in classroom activities.

*Rights and
Responsibilities*

2. Take personal responsibility to follow directions and rules.
3. Demonstrate the ability to make choices and take responsibility for personal actions.
4. Discuss the attributes and actions of a good citizen with emphasis on:
 - a. Trust;
 - b. Respect;
 - c. Honesty;
 - d. Responsibility;
 - e. Fairness;
 - f. Compassion;
 - g. Self-control.

Grade One

Participation

1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

*Rights and
Responsibilities*

2. Demonstrate self-direction in school tasks.
3. Demonstrate accountability for actions.
4. Demonstrate pride in personal accomplishments.
5. Demonstrate citizenship traits including:
 - a. Trustworthiness;
 - b. Fairness;
 - c. Self-control;
 - d. Respect for those in authority.

Grade Two

Participation

1. Demonstrate skills and explain the benefits of cooperation when working in group settings:
 - a. Manage conflict peacefully;
 - b. Display courtesy;
 - c. Respect others.

*Rights and
Responsibilities*

2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).
3. Demonstrate citizenship traits including:
 - a. Honesty;
 - b. Self-assurance;
 - c. Respect for the rights of others;
 - d. Persistence;
 - e. Patriotism.

Grade Three

Participation

1. Describe how people help to make the community a better place in which to live including:
 - a. Working to preserve the environment;
 - b. Helping the homeless;
 - c. Restoring houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.
2. Demonstrate effective citizenship traits including:
 - a. Civility;
 - b. Respect for the rights and dignity of each person;
 - b. Volunteerism;
 - d. Compromise;
 - e. Compassion;
 - f. Persistence in achieving goals;

g. Civic-mindedness

*Rights and
Responsibilities*

3. Describe the responsibilities of citizenship with emphasis on:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Being informed about current issues;
 - e. Paying taxes.

Grade Four

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:
 - a. Voting;
 - b. Communicating with officials;
 - c. Participating in civic and service organizations;
 - d. Performing voluntary service.

*Rights and
Responsibilities*

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
3. Explain the importance of leadership and public service.
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Grade Five

Participation

1. Explain how an individual acquires U.S. citizenship:
 - a. Birth;
 - b. Naturalization.

Rights and Responsibilities

2. Explain the obligations of upholding the U.S. Constitution including:
 - a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for selective service.
3. Explain the significance of the rights that are protected by the First Amendment including:
 - a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly.

Grade Six

Participation

1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

Rights and Responsibilities

2. Compare the rights and responsibilities of citizens living under various systems of government.

Grade Seven

Participation

1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

*Rights and
Responsibilities*

2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

Grade Eight

Participation

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - a. The Sons of Liberty and Committees of Correspondence / American independence;
 - b. The Underground Railroad and the abolitionist movement / Abolition of slavery.
2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
 - a. Nominating conventions;
 - b. Expansion of the franchise;
 - c. Active campaigning.

Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
 - a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
 - b. State constitutional conventions and the disenfranchisement of free blacks;
 - c. Jackson and his role in Indian removal;
 - d. Frederick Douglass and the abolitionist movement;
 - e. Elizabeth Cady Stanton and women's rights.
4. Show connections between the rights and responsibilities of citizenship including:
 - a. Voting and staying informed on issues;
 - b. Being tried by a jury and serving on juries;
 - c. Having rights and respecting the rights of others.

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Kindergarten

*Obtaining
Information*

1. Listen for information.

*Thinking and
Organizing*

2. Sort objects or pictures according to appropriate criteria.

3. Compare similarities and differences among objects or pictures.

*Communicating
Information*

4. Communicate information.

Problem Solving

5. Work with others by sharing, taking turns and raising hand to speak.

Grade One

*Obtaining
Information*

1. Obtain information about a topic using a variety of oral and visual sources.

*Thinking and
Organizing*

2. Sequence information.

3. Determine categories for sorting information.

4. Identify main ideas from oral, visual and print sources.

*Communicating
Information*

5. Communicate information orally or visually.

Problem Solving

6. Display courtesy and respect for others in group settings including:

a. Staying on the topic;

b. Focusing attention on the speaker.

Grade Two

*Obtaining
Information*

1. Obtain information from oral, visual and print sources.

2. Identify sources used to gather information:

a. People;

b. Printed materials;

c. Electronic sources.

*Thinking and
Organizing*

3. Predict the next event in a sequence.

4. Distinguish the difference between fact and fiction in oral, visual and print materials.

*Communicating
Information*

5. Communicate information in writing.

Problem Solving

6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

Grade Three

Obtaining Information

1. Obtain information about local issues from a variety of sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents.
2. Locate information using various parts of a source including:
 - a. The table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Keyword searches.

Thinking and Organizing

3. Identify possible cause and effect relationships.
4. Read and interpret pictographs, bar graphs and charts.

Communicating Information

5. Communicate information using pictographs and bar graphs.

Problem Solving

6. Use a problem-solving/ decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution.

Grade Four

*Obtaining
Information*

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:
 - a. Atlases;
 - b. Encyclopedias;
 - c. Dictionaries;
 - d. Newspapers;
 - e. Multimedia/Electronic sources.
2. Use a glossary and index to locate information.
3. Use primary and secondary sources to answer questions about Tennessee history.
4. Describe how archaeologists and historians study and interpret the past.

*Thinking and
Organizing*

5. Identify main ideas and supporting details from factual information.
6. Distinguish between fact and opinion.
7. Read and interpret pictographs, bar graphs, line graphs and tables.
8. Formulate a question to focus research.

*Communicating
Information*

9. Communicate relevant information in a written report including the acknowledgement of sources.

Problem Solving

10. Use a problem-solving/ decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness.

Grade Five

*Obtaining
Information*

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.

*Thinking and
Organizing*

4. Read information critically in order to identify:
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

*Communicating
Information*

8. Communicate research findings using line graphs and tables.

Problem Solving

9. Use a problem-solving/ decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.

Grade Six

*Obtaining
Information*

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
 - a. Almanacs;
 - b. Gazetteers;
 - c. Trade books;
 - d. Periodicals;
 - e. Video tapes;
 - f. Electronic sources.

*Thinking and
Organizing*

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

*Communicating
Information*

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

Problem Solving

7. Work effectively to achieve group goals:
 - a. Engage in active listening;
 - b. Provide feedback in a constructive manner;
 - c. Help establish group goals;
 - d. Take various roles within the group;
 - e. Recognize contributions of others.

Grade Seven

Thinking and Organizing

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Communicating Information

2. Compare multiple viewpoints and frames of reference related to important events in world history.

Problem Solving

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

Grade Eight

Obtaining Information

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Communicating Information

2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.

Problem Solving

4. Organize and lead a discussion.

5. Identify ways to manage conflict within a group.