

Robertson County Schools

Fifth Grade Social Studies Pacing

Pacing of Topics:

First Nine Weeks:	Tennessee Prior to Statehood (pre-1796) Statehood and Early Tennessee History (1796 – 1849)
Second Nine Weeks:	Tennessee in the Civil War Era (1850s – 1900) Industrialization, the Gilded Age, and the Progressive Era (1870s - 1910s)
Third Nine Weeks:	World War I and the Roaring Twenties (1920s – 1940s) World War II (1930s – 1940s)
Fourth Nine Weeks:	Post-World War II and the Civil Rights Movement (1940s – 1960s) Tennessee in the 20 th Century (1900 – present)

2019 -2020

Tennessee Social Studies Standards

In order to become college and career ready, Tennessee students must have a strong background in social studies. It is through social studies that students prepare for their futures by opening doors to a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education.

Our current students are our future leaders, and as such they need to be able to understand the complexity of the world. Students should be aware of the changing cultural and physical environments of Tennessee, the United States, and the world; know and understand the past; read, write, and think deeply; and act in ways that promote the common good. Social studies offers the critical knowledge necessary to create a framework for understanding the systems of society and becoming college, career, and civic ready.

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

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



How to Read the Standards

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

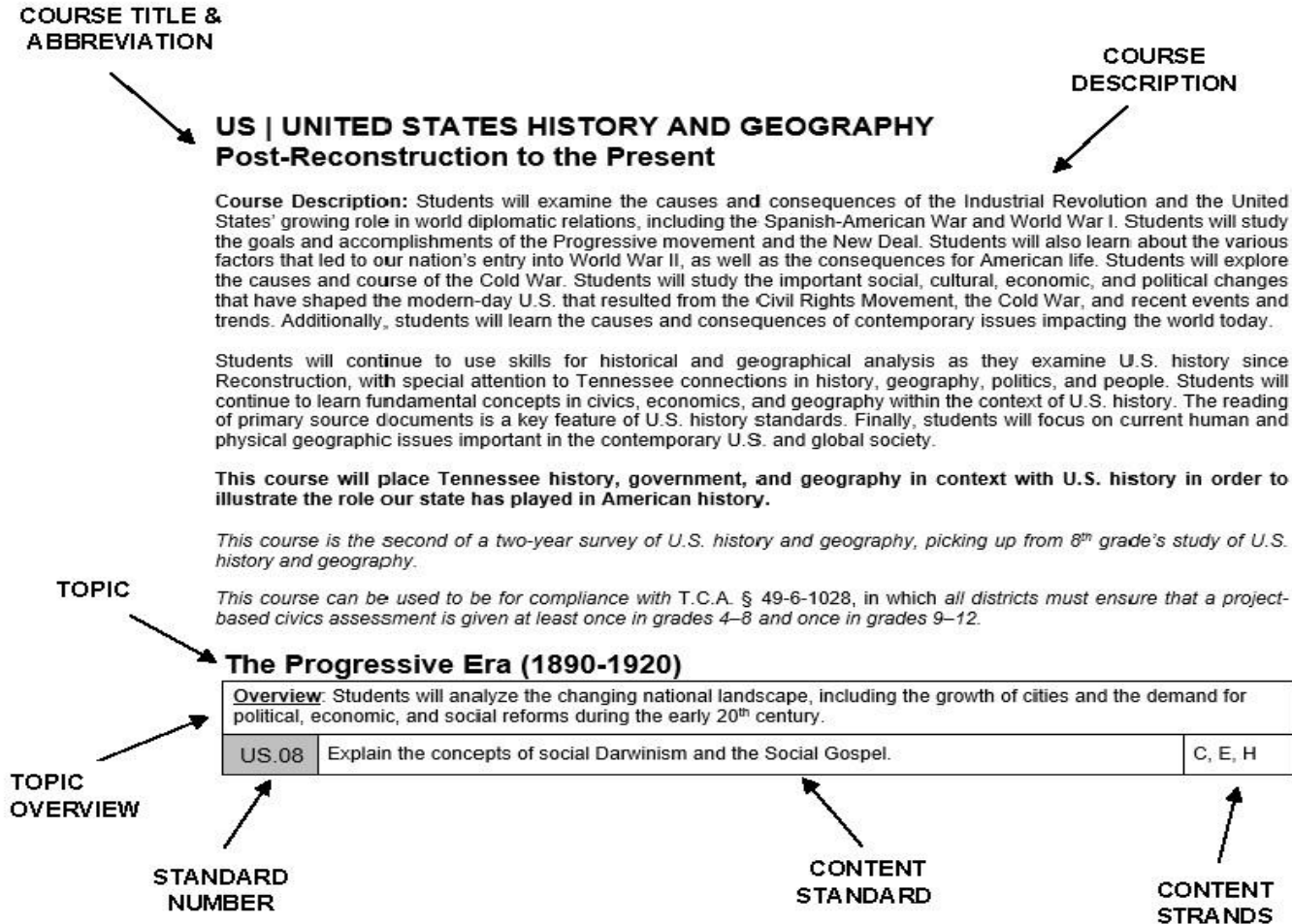


Figure 1

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

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

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

Example: (See Tables 1 and 2)

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

Example: **The Progressive Era (1890-1920)**

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

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

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

Example: **US.08**

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

Example: **Explain the concepts of social Darwinism and Social Gospel.**

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

Examples: **C, E, H**

Standards Progression and Course Descriptions

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

Table 1

Course Code	Course Title	Course Description
AAH	African American History	Students will learn about the life and contributions of African Americans from the early 1600s through the contemporary U.S.
AH	Ancient History	Students will learn about the major periods and civilizations of ancient history, from prehistoric times to 1500 CE.
CI	Contemporary Issues	Students will use inquiry skills to learn about the issues that impact the contemporary world and engage in research and problem solving in order to better understand and assess significant current issues.
E	Economics* (1/2 credit)	Students will learn about the allocation of scarce resources and the economic reasoning used by consumers, producers, savers, investors, workers, and voters and explore various economic concepts.
GC	United States Government and Civics* (1/2 credit)	Students will learn about the purposes, principles, and practices of the U.S. government as established by the Constitution.
P	Psychology	Students will learn about the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology, through connections between content areas of psychology and relating psychological knowledge to everyday life.
S	Sociology	Students will learn about the ways sociologists view society and how they study the social world.
TN	Tennessee History	Students will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history.
US	United States History and Geography: Post-Reconstruction to the Present*	Students will learn about the Industrial Revolution, the Progressive Era, the U.S. role in the Spanish-American War, World War I, and World War II, as well as the Cold War, Civil Rights Movement, and the contemporary U.S.
WG	World Geography	Students will learn about geography in terms of the global perspectives, basic concepts and fundamental questions of geography, and where phenomena occur and explore reasons why phenomena occur in those locations.
W	World History and Geography: The Industrial Revolution to the Contemporary World*	Students will learn about the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the contemporary world.

Table 2

* denotes a course that is required for graduation

Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 3. *For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document. Please note that some grade levels/courses intentionally do not have content strands, as the standards are already grouped by the content strands.*

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

Table 3

Social Studies Practices (SSP)

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

	K-2	3-5	6-8	9-12
SSP.01	Gather information from a variety of sources, including: <ul style="list-style-type: none"> Printed materials Graphic representations Artifacts Media and technology sources 	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> Printed materials Graphic representations Artifacts Media and technology sources 	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> Printed materials Graphic representations Artifacts Media and technology sources 	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"> Printed materials Graphic representations Field observations/ Landscape analysis Artifacts Media and technology sources
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw conclusions Recognize author’s purpose and point of view 	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability 	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> Extract and paraphrase significant ideas and relevant information Distinguish the difference between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and bias Assess the strengths and limitations of arguments 	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"> Extract and paraphrase significant ideas Discern differences between evidence and assertion Draw inferences and conclusions Recognize author’s purpose, point of view, and potential bias Assess the strengths and limitations of arguments

Table 4

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

Table 4 continued

	K-2	3-5	6-8	9-12
SSP.05	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Sequencing past, present, and future in chronological order ● Understanding that things change over time 	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identifying patterns of continuity and change over time, making connections to the present 	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present 	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present
SSP.06	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Identifying geographic symbols on maps and globes ● Understanding relationships between people, places, and resources 	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time 	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space 	<p>Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment

Table 4 continued

Standards vs. Curriculum

It should be noted that the standards are what students should know, understand, and be able to do by the end of a grade level or course; but, the standards do not dictate how a teacher should teach them. In other words, the standards do not dictate curriculum. For example, students should be able to “Describe the significance of the Gettysburg Address” according to standard 4.36, but it is up to the local district, school, and teachers to determine how to teach that standard. This includes determining appropriate instructional methods and resources.

Social Studies Literacy

Literacy is the ability to read, write, listen, and speak to make sense of text. Literacy in social studies includes: a student’s knowledge of the world; a student’s ability to understand and express historical ideas; and a student’s use of critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways in the social studies classroom. Literacy is a key focus of the social studies practices and should be integrated throughout all coursework. Social Studies content mastery includes conducting short, as well as sustained, investigative research to generate and answer questions or solve problems. It also involves synthesizing multiple sources on a subject to construct and communicate an understanding of the subject under investigation. Students should be reading and writing frequently in the classroom to make historical arguments and conclusions, while supporting their claims with evidence. A student’s ability to read and interpret multiple texts is essential to teaching him or her how to make evidence-based historical arguments.

Civics Instruction in Tennessee

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

Per state law (T.C.A. § 49-6-408A), students must participate in the United States citizenship and immigration test during their high school career. All public high school students, beginning with the class of 2017, are expected to participate in the civics test; however, a passing grade is not a requirement for graduation. Schools in which all seniors earning a regular diploma also earn a passing grade (70 percent or higher) on the U.S. civics test will be recognized by the department as a U.S. Civics All-Star School.

Tennessee History

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

- A required semester of Tennessee history in 5th grade.
- An elective course in Tennessee history at the high school level.
- Explicitly-stated Tennessee content in the standards.
- Embedded and implied Tennessee content in the standards.

Table 5 (below) breaks down the different types of Tennessee-specific content featured in the standards document.

Content Type	Example	Explanation
Explicit Content: Specific Tennessee content is stated clearly and in detail within a standard.	1.21 Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.	This elementary school standard focuses on the specific symbols of Tennessee and is completely focused on state history.
Embedded Content: Specific Tennessee content is explicitly incorporated as an essential part of a standard.	US.11 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.	This high school U.S. History and Geography standard focuses on the labor movement and includes the Coal Creek labor saga. This important piece of Tennessee history helped to end the controversial practice of the convict-leasing system, which allowed the state to lease its convicts to mining companies.
Implied Content: Specific Tennessee content is suggested without being explicitly stated within a standard.	7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.	This middle school World History and Geography standard focuses on American Indians, including those of the Southeast. Although the specific tribes of the Southeast are not stated, examples of tribes include the Cherokee, who have a long- standing history in Tennessee.

Table 5

Within the standards, you will find examples to aid in the teaching of specific standards. These examples are written in a variety of ways and should be interpreted based on the following explanations in Table 6 (below):

Term	Definition	Example	Interpretation
i.e.	“that is” or “in other words”; specific examples that should be used	WG.10 Describe the importance of geospatial technologies (i.e. , GIS, GPS, remote sensing), and apply them in relevant contexts.	The geospatial technologies that students should apply to relevant contexts are GIS, GPS, and remote sensing.
e.g.	“for example”; examples that could be used, but are not limited to	AH.05 On a map, locate early civilizations (e.g. , China, Egypt, Indus River Valley, and Mesopotamia), and explain why early civilizations arose in those places.	When locating early civilizations on a map, students should locate Mesopotamia, Egypt, China, and the Indus River Valley AND any other location(s) that the teacher deems important.
“such as”	Introduces an example or examples of something mentioned	7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.	Students should use Timbuktu and Djenne as examples or as an introduction.
“including”	Used to say that a person or thing is part of a particular group	3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including : housing, industry, transportation, and communication.	Students should identify what is needed for people to satisfy their basic needs in their environment (housing, industry, transportation, and communication).
“examples”	Context may be to “provide”, “describe”, etc.; it allows teachers and students to select their own examples to apply to the standard	E.40 Define externalities and identify examples of them.	This is dependent on curriculum; but a student could note that increased levels of education lead to a lower unemployment rate.

Table 6

FIFTH GRADE SOCIAL STUDIES

Part I: The History of the United States: Industrialization to the Civil Rights Movement

Course Description: Fifth grade students will learn about challenges facing the United States during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. Students will study industrialization and significant events of the Gilded Age and Progressive Era. Students will explore the nation’s growing role in world affairs during World War I and World War II. In addition, students will analyze structures of power and authority. Finally, students will examine and describe the key events and accomplishments of the post-war period and Civil Rights Movement. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the U.S.

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

Part II: Tennessee History

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

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

Grades 3-5 Social Studies Practices

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

SSP.01	Gather information from a variety of primary and secondary sources, including: <ul style="list-style-type: none">● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)● Graphic representations (e.g., maps, timelines, charts, artwork)● Artifacts● Media and technology sources
SSP.02	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none">● Summarize significant ideas and relevant information● Distinguish between fact and opinion● Draw inferences and conclusions● Recognize author’s purpose, point of view, and reliability
SSP.03	Organize data from a variety of sources in order to: <ul style="list-style-type: none">● Compare and contrast multiple sources● Recognize differences between multiple accounts● Frame appropriate questions for further investigation
SSP.04	Construct and communicate arguments supported by evidence to: <ul style="list-style-type: none">● Demonstrate and defend an understanding of ideas● Compare and contrast viewpoints● Illustrate cause and effect● Predict likely outcomes● Devise new outcomes or solutions
SSP.05	Develop historical awareness by: <ul style="list-style-type: none">● Recognizing how and why historical accounts change over time● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness● Identify patterns of continuity and change over time, making connections to the present
SSP.06	Develop geographic awareness by: <ul style="list-style-type: none">● Determining relationships among people, resources, and ideas based on geographic location (local, national, global)● Determining the use of diverse types of maps based on the purpose● Analyzing the spatial relationships between people, circumstances, and resources● Analyzing interaction between humans and the physical environment● Examining how geographic regions and perceptions of the regions change over time

First Nine Weeks

Tennessee Prior to Statehood (pre-1796)

Overview: Students will examine the origins of Tennessee and American Indians native to the region, the reasons for the settlement of Tennessee, Tennessee’s role in the American Revolution, and Tennessee’s first attempt at statehood.

5.26 C, G, H, T	Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.
5.27 C, G, H, T	Identify the cultures of the major indigenous settlements in Tennessee including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).
5.28 C, E, G, H, T	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.
5.29 C, G, H, P, T	Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.
5.30 C, E, G, H, P, T	Explain the significance of the Watauga Settlement on Tennessee history including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.
5.31 E, G, H, P, T	Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements including: the Battle of the Bluffs, John Donelson, and James Robertson
5.32 G, H, P, T	Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.
5.33 G, H, P, T	Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure
5.34 G, H, P, T	Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood.

First Nine Weeks continued

Statehood and Early Tennessee History (1796 - 1849)

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

5.35 G, H, P, T, TCA	Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-6- 1028)
5.36 G, H, P, T	Identify the year Tennessee became a state, its first governor, and the original capital.
5.37 G, H, P, T	Describe Tennessee’s involvement in the War of 1812 including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.
5.38 C, E, G, H, P, T	Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross
5.39 G, H, T	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.
5.40 C, E, G, H, P, T	Identify the impact of important Tennesseans prior to the Civil War including: <ul style="list-style-type: none"> • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)

Second Nine Weeks

Tennessee in the Civil War Era (1850s – 1900)

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

5.41 C, E, G, H, P, T	Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.
5.42 G, H, T	Describe the significance of the following Civil War events and battles on Tennessee: <ul style="list-style-type: none"> • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville
5.43 C, H, P, T, TCA	Explain the impact of the Tennessee Constitutional Convention of 1870 including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)
5.44 C, H, P, T	Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life including Fisk University. (T.C.A. § 49-6-1028)
5.45 C, H, P, T	Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-102)
5.46 H, P, T	Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)
5.47 C, H, P, T	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.

Second Nine Weeks continued

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

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

5.01 C, E, G, H, T	Explain the need for the South’s move toward industrialization after the Civil War.
5.02 C, G, H, T	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives including: settlers, immigrants, Buffalo Soldiers, and American Indians.
5.03 C, E, H, P	Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).
5.04 C, E, H, P	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.
5.05 C, E, H	Examine the contributions and impact of inventors on American society including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.
5.06 C, E, H, P	Examine the impact of important entrepreneurs on American society including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.
5.07 C, E, G, H	Analyze the causes, course, and consequences of the Spanish-American War including: <ul style="list-style-type: none"> • Imperialism • Rough Riders • USS Maine • Yellow journalism
5.08 C, E, G, H	Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.
5.09 C, E, H, P	Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws.

Third Nine Weeks

World War I and the Roaring Twenties (1920s – 1940s)

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

5.10 C, G, H, P	Summarize the events leading to U.S. entry into World War I, including the attack on the RMS <i>Lusitania</i> and the Zimmerman Telegram.	
5.11 G	Identify and locate the major countries of the Central and Allied Powers during World War I including:	
	Austria-Hungary	Great Britain
	France	Russia
	Germany	
5.12 C, E, H	Describe the impact of U.S. involvement on World War I.	
5.13 C, E, G, H, P	Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations	
5.14 C, E, H	Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: <ul style="list-style-type: none"> • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance 	
5.15 C, E, H, P, T	Identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation including:	
	consumer credit and debt	mass unemployment
	Hoovervilles	soup kitchens
5.16 C, E, G, H, P	Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	

Third Nine Weeks continued

World War II (1930s – 1940s)

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

5.17 C, G, H, P	Explain the structures and goals of the governments in Germany and Japan in the 1930s.		
5.18 G, H, P	Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.		
5.19 G	Identify and locate the Axis and Allied Powers including:		
	France	Great Britain	Japan
	Germany	Italy	Soviet Union
5.20 C, E, H, P	Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.		
5.21 C, G, H, P	Analyze the significance of the Holocaust and its impact on the U.S.		
5.48 C, E, G, H, P, T	Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).		
5.49 C, H, P, T	Describe Tennessee’s contributions during World War I and World War II including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).		

Fourth Nine Weeks

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

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

5.22 C, E, G, H, P, T	Examine the growth of the U.S. as a consumer and entertainment society after World War II including:	
	increased access to automobiles	suburbs
	interstate highway system	television, radio, and movie theaters
5.23 C, E, G, H, P	Examine how Cold War events impacted the U.S. including:	
	arms race	Cuban Missile Crisis
	Berlin Wall	Space Race
5.24 C, E, H, P, T, TCA	Analyze the key people and events of the Civil Rights Movement including (T.C.A. § 49-6- 1028):	
	<i>Brown v. Board of Education</i> and Thurgood Marshall	Martin Luther King, Jr. and non-violent protests
	Freedom Riders and Diane Nash	Montgomery Bus Boycott and Rosa Parks
5.25 C, H, P	Explain the impact of John F. Kennedy’s presidency on the country including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	

Fourth Nine Weeks continued

Tennessee in the 20th Century (1900 – present)

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

5.47 C, H, P, T	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	
5.48 C, E, G, H, P, T	Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	
5.49 C, H, P, T	Describe Tennessee’s contributions during World War I and World War II including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	
5.50 C, H, P, T	Identify Tennessee’s significant contributions to the Civil Rights Movement including (T.C.A. § 49-6-1028):	
	<ul style="list-style-type: none"> • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve 	
5.51 C, H, T	Discuss the development of the music industry in Tennessee including (T.C.A. § 49-6-1028):	
	<ul style="list-style-type: none"> • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio) 	
5.52 C, E, H, P, T	Identify influential Tennesseans from the late 20th century including:	
	Al Gore, Jr.	Wilma Rudolph
	Alex Haley	Oprah Winfrey
	Dolly Parton	

Fourth Nine Weeks continued

5.53 C, E, G, H, T	Compare and contrast the three grand divisions of Tennessee in terms of the following: <ul style="list-style-type: none">• Major industries (e.g., Eastman, FedEx, and Nissan)• Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland)• Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN)• Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)
5.54 H, P, T	Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives.