Grades 9-12

AAH | AFRICAN AMERICAN HISTORY

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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African History and the Origins of the African Slave Trade (pre-1619)

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

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

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

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

Standard Number	Content Standard	Content Strand
AAH.07	Describe the experiences of free and enslaved Africans living in the Thirteen English colonies and the early United States, including their contributions to the American Revolution.	C, E, G, H, P
AAH.08	Analyze the faults in the economic, social, religious, and legal motivations for the establishment and continuation of slavery.	C, E, H, P
AAH.09	Identify the various ways Africans in the United States resisted enslavement (e.g., cultural, religious, and economic methods).	C, E, H
AAH.10	Examine the constitutional references to slavery, and analyze the impact the debate about slavery had in the development of nationalism and sectionalism, including the Fugitive Slave Laws.	C, E, G, H, P
AAH.11	Assess the development of the abolitionist movement and its impact on enslavement and the nation, including the efforts of: • The American Colonial Society • Frederick Douglass • William Lloyd Garrison • Sojourner Truth • Harriet Tubman	C, H, P
AAH.12	Compare and contrast the experiences of African Americans in free states versus slave states in the pre-Civil War era.	C, E, G, H, P
AAH.13	Analyze the impact of the Supreme Court's 1857 *Dred Scott v. Sanford* decision and its impact on restricting rights on freed African Americans in the United States.	C, E, G, H, P
AAH.14	Explain the impact of the Underground Railroad.	C, G, H

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

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African Americans during the Civil War and Reconstruction (1861-1890s)

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

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

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

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

Standard Number	Content Standard	Content Strand
AAH.24	Explain the economic and social impact of Jim Crow laws on African Americans.	C, E, G, H, P
AAH.25	Analyze the ramifications of segregation laws and court decisions (e.g., *Plessy v. Ferguson*) on American society.	C, E, P
AAH.26	Compare and contrast organized responses to Jim Crow laws, including: • Anti-lynching crusade • Atlanta Compromise • Brotherhood of Sleeping Car Porters • Farmers' Alliance • NAACP • Niagara Movement • Urban League	C, H, P, T
AAH.27	Identify influential African Americans of the time period, and analyze their impact on American and Tennessee society, including: • Booker T. Washington • Ida B. Wells-Barnett • James Napier • Randolph Miller • Robert R. Church • Samuel McElwee • W.E.B. DuBois	C, H, P, T
AAH.28	Describe the progress of African American institutions (e.g., religion, education, and benevolent organizations) during the post-Civil War era.	C, E, H
AAH.29	Describe the economic, cultural, political, and social impact of African American migration within and from the South (e.g., Exodusters, Benjamin "Pap" Singleton, First Great Migration).	C, E, G, H, T
AAH.30	Identify the achievements of African American inventors and entrepreneurs of the post-Civil War era including: • Garrett Morgan • George Washington Carver • Lewis Latimer • Madam C.J. Walker • Robert R. Church	C, E, H, T

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Standard Number	Content Standard	Content Strand
AAH.31	Describe the impact of African American regiments on the western campaigns, the Spanish-American War, and World War I (e.g., buffalo soldiers, Harlem Hellfighters).	C, G, H, P
AAH.32	Describe the African American experience during and after World War I, including: • Black Wall Street • Economic opportunities • Resurgence of the Ku Klux Klan • Rosewood Massacre • Second Great Migration • Tulsa Massacre	C, E, G, H, P, T

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African Americans and the Harlem Renaissance (1920s-1930s)

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

Standard Number	Content Standard	Content Strand
AAH.33	Identify literary contributions made by African Americans during the Harlem Renaissance (e.g., Countee Cullen, Langston Hughes, Zora Neale Hurston).	C, H
AAH.34	Describe the contributions of African Americans to the performing arts during the Harlem Renaissance, including: • DeFord Bailey • Duke Ellington • Fisk Jubilee Singers • W.C. Handy • James Weldon Johnson • John Work III • Billie Holliday • Bessie Smith	C, H, T
AAH.35	Describe the contributions of African Americans to the visual arts during the Harlem Renaissance, including the work of William Edmondson.	C, H, T
AAH.36	Analyze the influence of the Harlem Renaissance on American culture and subsequent assimilation and appropriation.	C, H

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

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

Standard Number	Content Standard	Content Strand
AAH.37	Analyze the impact of the Great Depression and New Deal on the lives of African Americans, including: • Higher unemployment rate • Housing discrimination • Lack of access to New Deal benefits • Redlining	C, E, H, P
AAH.38	Describe highlights of African American culture of the 1930s and 1940s (e.g., Satchel Page and Negro league baseball, Cab Calloway, Hattie McDaniel, Jessie Owens, and Mississippi Delta blues musicians).	C, H, T
AAH.39	Identify the contributions of African Americans who served in the military, and compare their experiences to other Americans who served in World War II.	C, E, H, P
AAH.40	Describe the experience of African Americans at home during and after World War II, such as unequal access to the G.I. Bill of Rights and VA Loans.	C, E, H, P
AAH.41	Explain how World War II laid the groundwork for the modern Civil Rights Movement , including • Congress of Racial Equity (CORE) • Columbia Race Riots • President Franklin D. Roosevelt's Executive Order 8802 • President Harry S. Truman's integration of the military	C, H, P, T

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The Modern Civil Rights Movement (1950s-1960s)

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

Standard Number	Content Standard	Content Strand
AAH.42	Describe the impact of *Brown v. Board of Education of Topeka, Kansas*, and evaluate resistance to the decision and the reactions that followed (e.g., Scarboro 85, Clinton 12, Little Rock 9).	C, H, P, T
AAH.43	Analyze the impact of the death of Emmett Till as a catalyst in the Civil Rights Movement.	C, H, P
AAH.44	Summarize the Civil Rights Movement in Tennessee, including the Nashville sit-ins, Tent Cities of Haywood and Fayette counties, and the activities of Diane Nash, Jim Lawson, and John Lewis.	C, E, H, P, T
AAH.45	Identify various organizations and their roles in the Civil Rights Movement (e.g., Black Panthers, SCLC, Nation of Islam, Highlander Folk School, SNCC).	C, H, P, T
AAH.46	Identify key events of the Civil Rights Movement, including: • Church bombings • Freedom Riders • Freedom Summer • March on Washington • Montgomery Bus Boycott • Selma	C, G, H, P
AAH.47	Identify legal victories of the Civil Rights Movement (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, 24th Amendment, *Brown v. Board of Education of Topeka, Kansas*).	H, P
AAH.48	Discuss the impact of the Vietnam War on the Civil Rights Movement, including responses to the draft, disproportionate representation of minority groups, and Dr. Martin Luther King, Jr.'s response to the war.	C, E, H, P
AAH.49	Compare and contrast the various strategies of the Black Liberation Movement (e.g., Black Panther Party, Angela Davis, Fred Hampton).	C, H, P, T
AAH.50	Describe the cultural contributions of African Americans and companies throughout the Civil Rights Movement, including: • Muhammed Ali • James Brown • Dorothy Dandridge • Sidney Portier • Jackie Robinson • STAX records	C, E, G, H, P, T

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African American Issues in Contemporary Times (1970s-present)

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

Standard Number	Content Standard	Content Strand
AAH.51	Identify and analyze changes in voting rights, such as the *Shelby County v. Holder* decision and voter identification laws.	C, H, P
AAH.52	Identify and evaluate major contemporary economic, social, and political reforms, and the impact they have on African American lives.	C, E, P
AAH.53	Analyze major contemporary issues affecting African Americans, including: • Access to health care • Affirmative Action • AIDS • Educational achievement gap • Mass incarceration • Poverty • "War on drugs" • Wealth gap	C, E, G, H, P, T
AAH.54	Analyze the impact of migration on the lives of African Americans in the contemporary United States, including the return to the South.	C, G, H, T
AAH.55	Identify and evaluate the diffusion and appropriation of African American culture within American popular culture.	C, H, G
AAH.56	Identify the major contributions of contemporary African Americans in America.	C, E, T

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AH | ANCIENT HISTORY

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

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Grades 9-12
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Practice Number	Social Studies Practice
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SSP.05	Develop historical awareness by: • 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 vs. 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
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Human Origins and Early Civilizations: Prehistory to 1000 BC

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

Standard Number	Content Standard	Content Strand
AH.01	Explain the human-environment interaction within hunter-gatherer societies.	C, G, H
AH.02	List characteristics typical of hunter-gatherer societies, including their use of tools and fire.	C, E, G, H, P
AH.03	Describe how the domestication of plants and animals gave rise to stable communities.	C, E, G, H, P
AH.04	Explain how archaeology and new technologies (e.g., 3D imaging and dating tools) inform our understanding of the past.	C, G, H
AH.05	Identify and locate on a map early civilizations (e.g., China, Egypt, Indus-Sarasvathi River Valley, Mesopotamia), and explain why civilizations arose in those places.	G, H
AH.06	Compare and contrast the rise of early civilizations (e.g., China, Egypt, Indus-Sarasvathi River Valley, Mesopotamia) in terms of social, political, and economic development.	C, E, G, H, P
AH.07	Describe the origins and central features of Hinduism and its distinctions from other early religious traditions: • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha	C, G, H, P
AH.08	Describe the origins and central features of Judaism and its distinctions from other early religious traditions: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible, including the Torah) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility	C, G, H, P

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Early Civilizations and the Rise of Religious Traditions: 1000 BC-500 AD

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

Standard Number	Content Standard	Content Strand
AH.09	Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions.	C, G, H, P
AH.10	Describe the origins and central features of Zoroastrianism: • Key Person(s): Zoroaster • Sacred Texts: the Avesta • Basic Beliefs: monotheism, dualism, and humanity	C, G, H, P
AH.11	Describe the characteristics of early civilizations in Persia, including the impact of Zoroastrianism.	C, E, G, H, P
AH.12	Describe the characteristics of early American civilizations, with emphasis on the Olmecs and Nazcas, in terms of geography, society, economy, and religion.	C, H, P
AH.13	Describe the origins and central features of Shintoism: • Key Person(s): No singular founder • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism	C, H, P
AH.14	Describe the origins and central features of Buddhism • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana	C, H, P
AH.15	Describe the characteristics of early civilizations in Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.	C, E, G, H, P

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

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

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

Standard Number	Content Standard	Content Strand
AH.20	Analyze the role geography played in the rise of Greek city-states, including their political and economic interactions.	C, E, G, H, P
AH.21	Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs.	C, H
AH.22	Compare and contrast the city-states of Athens and Sparta, explaining social structures, the significance of citizenship, and rise of early democracy.	C, E, G, H, P
AH.23	Evaluate the significance of the Persian and Peloponnesian Wars.	C, E, G, H, P
AH.24	Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.	C, G, H, P
AH.25	Identify the significant developments and contributions of Greece to the following: • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious Institutions • Science • Technology	C, E, H, P
AH.26	Analyze the role and influence of geography on Roman economic, social, and political development.	C, E, G, H, P
AH.27	Explain the social and political structures of the Roman Republic, including enslavement, the significance of citizenship, and the development of democratic features in government.	C, E, H, P

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Standard Number	Content Standard	Content Strand
AH.28	Explain the spread of Roman culture and the rise of Roman military, and the impact of conquests on political affairs, the economy, and social structures, including the Pax Romana.	C, E, G, H, P
AH.29	Assess the roles of Julius and Augustus Caesar in the collapse of the Roman Republic and the rise of imperial monarchs.	C, H, P
AH.30	Describe the origins, central features, and diffusion of Christianity: • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: Triune monotheism, sin and forgiveness, eternal life, Jesus as the Messiah	C, G, H, P
AH.31	Explain the development and significance of the Christian Church in the late Roman Empire.	C, H, P
AH.32	Identify the significant developments and contributions of Rome to the following: • Architecture • Art/Drama • History • Language • Law • Literature/Poetry • Medicine • Philosophy • Religious Institutions • Science • Technology	C, E, H, P
AH.33	Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.	C, E, G, H, P

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Post-Classical Civilizations: 300-1000 AD

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

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

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

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Regional Interactions: 1000-1500 AD

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

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

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

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

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

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

CI | CONTEMPORARY ISSUES

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

Source Analysis Skills

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

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

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

Geography and Environment

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

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

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

Historical Impacts

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

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

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

Politics

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

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

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

Culture and Innovation

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

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

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

E | ECONOMICS

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

Scarcity and Economic Reasoning

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

Standard Number	Content Standard	Content Strand
E.01	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	E
E.02	Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.	E, G
E.03	Explain reasons for voluntary exchange, including positive and negative incentives.	E
E.04	Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.	E
E.05	Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?	C, E, P
E.06	Use a production possibilities curve to explain economic concepts, such as choice, productivity, trade-offs, growth, scarcity, unemployment, and opportunity cost.	E
E.07	Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx.	C, E, H, P
E.08	Identify and explain the following broad goals of economic policy: • Efficiency • Equity • Freedom • Full Employment • Growth • Price Stability • Security	E

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

Supply and Demand

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

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

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

Market Structures

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

Standard Number	Content Standard	Content Strand
E.14	Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	E
E.15	Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.	E
E.16	Define stock, and describe the connections between capital, stock markets, banks, and the economy.	E, P
E.17	Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers.	E
E.18	Summarize the role and historical impact of economic institutions (e.g., labor unions, multinationals, and nonprofit organizations) within market economies.	E, H
E.19	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	E
E.20	Explain how competition impacts pricing and production in market structures.	E
E.21	Identify laws and regulations adopted in the United States to promote competition among firms.	E, H, P
E.22	Explain ways that firms engage in price and non-price competition.	E
E.23	Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.	E, P
E.24	Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.	E
E.25	Describe potential factors that influence the earnings of workers.	E

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

The Role of Government

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

Standard Number	Content Standard	Content Strand
E.26	Describe methods of revenue (e.g., taxes, bonds, printing) for governments, and explain ways that they allocate funds.	E, P
E.27	Analyze reasons that government deficits, debts, and surpluses are accrued, and examine the differences between government budgets with personal budgets.	E, H, P
E.28	Define progressive, proportional, and regressive taxation, and discuss how federal, state, and local governments utilize them.	E, P, T
E.29	Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education).	E, H, P
E.30	Explore potential national debt management strategies, considering their feasibility and implications.	C, E, H, P, T
E.31	Describe the purpose, role, and function of the Federal Reserve.	E, H, P
E.32	Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy.	E, P
E.33	Explain how price stability, full employment, and economic growth influence fiscal and monetary policy making.	E, P
E.34	Compare the various schools of thought on governmental intervention in the economy, including classical (Adam Smith), demand-siders (John Maynard Keynes), the Austrian school (Friedrich Hayek), supply-siders (Arthur Laffer), and Monetarists (Milton Friedman).	E, H, P
E.35	Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights).	E, H, P

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

National Economic Performance

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

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

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

Trade

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

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

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

P | PSYCHOLOGY

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

Scientific Inquiry Domain

Research Methods, Measurement, and Statistics

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

Standard Number	Content Standard
P.01	Describe the scientific method and its role in psychology.
P.02	Describe and compare a variety of quantitative and qualitative research methods, including: • Correlations • Interviews • Experiments • Narratives • Focus groups • Surveys
P.03	Explain systematic procedures used to improve the validity of research findings, including external validity.
P.04	Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research.
P.05	Identify ethical standards psychologists must follow regarding research with human participants.
P.06	Explain descriptive statistics and qualitative data and how they are used by psychological scientists.
P.07	Define correlation coefficients, and explain their appropriate interpretation.
P.08	Interpret graphical representations of data, as used in both quantitative and qualitative methods.
P.09	Explain statistical concepts, such as statistical significance, confidence intervals, limitations, and effect size.
P.10	Explain how validity and reliability of observation and measurements relate to data analysis and interpretation.

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

Biopsychology Domain
Biological Bases of Behavior

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

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

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

Sensation & Perception

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

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

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

Consciousness

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

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

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

Lifespan Development

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

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

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

Social Interactions

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

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

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

Sociocultural Diversity

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

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

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

Learning, Memory, and Intelligence

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

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

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

Psychological Disorders

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

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

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

S | SOCIOLOGY

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

The Sociological Point of View

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

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

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The Role of Culture in Society

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

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

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Groups, Deviance, and Social Control

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

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

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

Self and Socialization

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

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

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Functions and Structures of Social Institutions

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

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

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Stratification and Social Inequality

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

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

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TN | TENNESSEE HISTORY

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

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

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

Standard Number	Content Standard	Content Strand
TN.01	Describe the geographic features that make up the three grand divisions of Tennessee (i.e., East, Middle, and West).	E, G, T
TN.02	Describe changes in life in the Tennessee region from the late ice age through the Archaic period.	C, G, H, T
TN.03	Compare and contrast features of life in the Tennessee region during the Woodland and Mississippian periods.	C. E, G, H, P, T
TN.04	Analyze the customs and traditions of American Indians present in the Tennessee region prior to European contact, including: • Cherokee • Chickasaw • Creek • Iroquois • Shawnee	C, E, G, H, P, T
TN.05	Describe the impact of European exploration in the Tennessee region, including the significance of Christopher Columbus, Hernando de Soto, and Juan Pardo.	C, G, H, T

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

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

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

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From Territory to Statehood (1784-1796)

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

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

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Tennessee's Coming of Age (1796-1812)

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

Standard Number	Content Standard	Content Strand
TN.15	Analyze the growth of Middle Tennessee in the early 1800s in power and influence, including the relocation of the capital.	C, E, G, H, P, T
TN.16	Describe the trafficking of enslaved persons between the three grand divisions of Tennessee, the lives of free blacks and enslaved persons, and the role of Tennesseeans in the early abolition movement (e.g., Elihu Embree).	C, G, H, T
TN.17	Describe aspects of farm life, work, religion, and community for families in the early 19th Century.	C, E, H, T
TN.18	Describe the economy of Tennessee in the early 19th century.	E, T
TN.19	Describe the New Madrid Earthquakes of 1811-12 and the resulting effects on the land and culture of Tennessee.	C, G, H, T
TN.20	Analyze the War of 1812's impact on Tennessee, including: • American Indian peoples • Andrew Jackson • Felix Grundy • Tennessee Volunteers	C, G, H, P, T
TN.21	Describe the significance of the Mississippi River, the Jackson Purchase, and the introduction of cotton in the rapid growth of Memphis and West Tennessee.	E, G, H, P, T

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Tennessee's Golden Age (1800-1860)

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

Standard Number	Content Standard	Content Strand
TN.22	Explain the importance of transportation, technology, and geography in Tennessee's growing involvement in the national economy after the War of 1812, including the significance of: • Cash crops (e.g., cotton, tobacco) • Natchez Trace • Road improvements • Steamboats • Telegraph	E, G, H, T
TN.23	Describe the influences of Presidents Andrew Jackson and James K. Polk on American history.	C, H, P, T
TN.24	Analyze the impact of the Indian Removal Act and the Trail of Tears on Tennessee.	C, G, H, P, T
TN.25	Discuss the contributions of important figures during Tennessee's "golden age," including: • John Bell • Newton Cannon • William Carroll • David Crockett • Elihu Embree • Ephraim Foster • Sam Houston • Sequoyah • Hugh Lawson White	C, E, H, P, T
TN.26	Identify the significance of the Tennessee Constitution of 1834. (T.C.A. §49-6-1028)	P, T, TCA
TN.27	Describe the development of slavery in Tennessee from 1800 to 1860, including the distribution of enslaved persons and conflicting attitudes among the three grand divisions.	C, E, G, H, T
TN.28	Discuss the importance of the Nashoba Community and Free Hill as settlements for formerly enslaved people.	C, G, H, T

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Tennessee: A Time of Troubles (1860-1865)

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

Standard Number	Content Standard	Content Strand
TN.29	Explain the causes of the Civil War and how geographic and political divisions impacted Tennessee's secession.	C, E, G, H, P, T
TN.30	Describe important Civil War battles in Tennessee by region, including: • Sieges of Fort Henry • Fort Donelson • Battle of Shiloh • Knoxville Campaign • Chattanooga Campaign • Battle of Stones River • Fort Pillow Massacre • Battle of Franklin • Johnsonville Campaign • Battle of Nashville	G, H, T
TN.31	Identify the influences of Tennesseans during the Civil War, including • Sam Davis • William Driver • David Farragut • Nathan Bedford Forrest • Isham Harris • Andrew Johnson • Sam Watkins	H, P, T
TN.32	Describe the importance of the Medal of Honor, its origins in Tennessee, and its continued legacy to present-day.	H, P, T
TN.33	Explain the significance of the Sultana disaster.	T, G, H

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Tennessee during Reconstruction (1865-1880)

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

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

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Tennessee in the New South (1880-1890s)

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

Standard Number	Content Standard	Content Strand
TN.42	Explain developments in Tennessee's farming during the late 19th century as a result of industrialization.	C, E, G, H, P, T
TN.43	Describe the social, economic, and political changes to Tennessee in the post-Reconstruction era, and identify the laws put in place to exclude black lawmakers by 1890.	C, E, H, P, T
TN.44	Discuss the impact of the yellow fever epidemic on Memphis.	C, G, H, P, T
TN.45	Describe the events that led to the Coal Creek Wars in Anderson and the surrounding counties over the state of Tennessee's decision to replace coal miners with prisoners.	C, G, H, P, T
TN.46	Describe Tennessee's Centennial Exposition, and explain its significance.	C, H, P, T
TN.47	Analyze the effects of Jim Crow laws on Tennessee, including the efforts of advocates for African Americans: • W.E.B. Du Bois • James Napier • Mary Church Terrell • Ida B. Wells-Barnett	C, H, P, T

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

Tennessee: Reform and War (1900-1945)

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

Standard Number	Content Standard	Content Strand
TN.48	Summarize the influence of and reactions to the temperance movement in Tennessee, including the murder of Senator Edward Carmack.	C, H, P, T
TN.49	Describe Tennessee's impact on the suffrage movement, including Harry Burn, Anne Dallas Dudley, and A.H. Roberts.	C, H, P, T
TN.50	Explain Tennessee's connection to World War I, including the impact of Alvin C. York and the Alcoa plant.	C, H, P, T
TN.51	Identify Governor Austin Peay and his influence on Tennessee's infrastructure and education.	C, E, H, P, T
TN.52	Analyze how the Scopes Trial reflected societal tension between tradition and modernity.	C, H, P, T
TN.53	Describe major developments in music in Tennessee during this era: • Country Music (e.g., Grand Ole Opry, WSM, Carter family, Bristol Sessions) • Blues Music (e.g., W.C. Handy and Bessie Smith)	C, G, H, T
TN.54	Analyze how the Great Depression and New Deal programs impacted Tennesseans, including: • Agricultural Adjustment Act • Civilian Conservations Corps • Tennessee Valley Authority • Great Smoky Mountains National Park	C, E, G, H, P, T
TN.55	Explain the impact Tennessee innovators had on the nation (e.g., David Crosthwait and Clarence Saunders).	E, H, T
TN.56	Describe Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge (e.g., Manhattan Project) as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).	C, E, G, H, P, T

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Tennessee in Modern Times (1945-present)

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

Standard Number	Content Standard	Content Strand
TN.57	Describe major agricultural shifts in Tennessee post-World War II and their impact economically and socially.	C, E, G, H, T
TN.58	Analyze the significance of key Tennesseans on both state and national levels during the 1950s and 1960s, including: • Frank Clement • Ed Crump • Al Gore, Sr. • Estes Kefauver • John Seigenthaler	C, E, H, P, T
TN.59	Describe Tennessee's role in the Civil Rights Movement, including: • Sit-ins • Diane Nash • John Lewis • Highlander Folk School • Tent City Movement of Fayette County • Columbia Race Riots • Scarboro 85 and the Clinton 12 (T.C.A. § 49-6-1006)	C, H, P, T, TCA
TN.60	Identify major Tennessee figures involved in the Civil Rights Movement (e.g., Rev. James Lawson, Kelly Miller Smith). (T.C.A. § 49-6-1006)	C, H, P, T, TCA
TN.61	Describe the purpose of Martin Luther King, Jr.'s presence in Memphis, the circumstances leading to his assassination, and the significance of the placement of the National Civil Rights Museum at the Lorraine Motel. (T.C.A. § 49-6-1006)	C, G, H, P, T, TCA
TN.62	Discuss the development of rock 'n' roll music in Tennessee and its impact on the changing American culture, including the significance of Elvis Presley, Stax Records, and Sun Studio.	C, H, T

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

Standard Number	Content Standard	Content Strand
TN.63	Describe cultural developments in Tennessee during the 1970s and 1980s, including the Country Music Hall of Fame, Music Row, Opryland, and the 1982 World's Fair.	C, E, H, T
TN.64	Identify the contributions of influential Tennesseans of the era, including: • Lamar Alexander • Howard Baker • Al Gore, Jr. • Alex Haley • Dolly Parton • Wilma Rudolph • Pat Summitt • Fred Thompson • Oprah Winfrey	C, E, H, P, T
TN.65	Identify major attractions and events that fuel the tourism industry in Tennessee, including the impact of: • Bristol Motor Speedway • Pigeon Force (e.g., Gatlinburg) • Civil War sites • State and national parks • CMA Music Festival • Tennessee Aquarium • Graceland • National Civil Rights Museum	C, E, G, H, T
TN.66	Discuss the impact of major businesses in Tennessee, for example: • AutoZone • Nissan • Eastman • Toyota • FedEx • Volkswagen • HCA	C, E, T
TN.67	Describe significant and/or unique products from Tennessee (e.g., Cracker Barrel, Goo Goo Cluster, Moon Pie, Mountain Dew, Jack Daniels/Uncle Nearest).	C, E, H, P

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

GC | UNITED STATES GOVERNMENT AND CIVICS

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

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

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

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

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The Legislative Branch

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

Standard Number	Content Standard	Content Strand
GC.12	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: • Election to office for representatives and senators • Eligibility for office • Length of terms • Roles and responsibilities	H, P
GC.13	Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr* and *Shaw v. Reno*.	P, T
GC.14	Identify leadership positions in the legislative branch and describe their roles, including: • Majority and minority leaders • President pro tempore • Role of the vice president • Speaker of the House	P
GC.15	Describe the legislative process from the introduction of a bill to a presidential action.	P
GC.16	Identify Tennessee's U.S. Senators and the representative for the student's respective district.	G, P, T
GC.17	Identify the enumerated, implied, and concurrent powers of the U.S. Congress.	H, P
GC.18	Explain the process and significance of congressional elections (e.g., mid-term elections).	H, P

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The Executive Branch

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

Standard Number	Content Standard	Content Strand
GC.19	Identify the arguments in *Federalist Paper #70* that addresses the establishment of the executive office.	H, P
GC.20	Analyze Article II of the Constitution as it relates to the executive branch, including: • Length of Term (i.e., 22nd Amendment) • Eligibility for office • Oath of office • Succession (i.e., 25th Amendment) • Impeachment	H, P
GC.21	Describe the various powers and roles of the presidency, including: • Commander-in-Chief • Treaty negotiation • Appointments • Executive orders • Pardons and clemency	H, P
GC.22	Identify and describe the functions of executive branch departments and agencies (e.g., bureaucracies) in the United States, including: • Defense • State • Treasury • Justice	P
GC.23	Trace the sequence of a presidential election from initial candidacy through inauguration.	P
GC.24	Explain the Electoral College system, and compare and contrast arguments for and against it.	G, H, P

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

The Judicial Branch

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

Standard Number	Content Standard	Content Strand
GC.25	Identify the arguments in *Federalist Paper #78* that addresses the establishment of the federal courts system.	H, P
GC.26	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.	P
GC.27	Explain the processes of selection and confirmation of Supreme Court justices.	P
GC.28	Explain the principle of judicial review established by *Marbury v. Madison,* and how it is used as a check on other branches of federal and state governments.	G, H, P, T

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Civil Rights and Civil Liberties

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

Standard Number	Content Standard	Content Strand
GC.29	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)	C, P, TCA
GC.30	Analyze the First Amendment and its application to freedom of speech in historical and contemporary Supreme Court cases, including *Schenck v. United States* and *Tinker v. Des Moines*.	C, H, P
GC.31	Analyze the First Amendment and its application to freedom of religion in historical and contemporary Supreme Court cases, including *Engel v. Vitale* and *Wisconsin v. Yoder.*	C, H, P
GC.32	Analyze the First Amendment and its application to freedom of press in historical and contemporary Supreme Court cases, including *New York Times Co. v. United States* and *Hazelwood School District v. Kuhlmeier.*	C, E, H, P
GC.33	Describe the Supreme Court's interpretations of the Second Amendment, including: • *District of Columbia vs. Heller* • *McDonald vs. Chicago* • *The New York State Rifle and Pistol Association, Inc. vs. Bruen*	P, T
GC.34	Describe the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including: • *Mapp vs. Ohio* • *Gideon vs. Wainwright* • *Miranda vs. Arizona*	H, P, T
GC.35	Describe the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including: • *Plessy vs. Ferguson* and *Brown vs. Board of Education* • *Roe vs. Wade* and *Dobbs vs. Jackson's Women's Health Organization* • *Loving vs. Virginia* and *Obergefell vs. Hodges*	H, P, T

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

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Tennessee State and Local Government

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

Standard Number	Content Standard	Content Strand
GC.39	Identify the structures and functions of the executive, legislative, and judicial departments in the state of Tennessee.	P, T
GC.40	Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.	G, P, T
GC.41	Identify current government officials at the state and local level.	P, T

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Citizen Participation

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

Standard Number	Content Standard	Content Strand
GC.42	Describe what should be reasonably expected from any citizen or resident of the United States, and explain why it is important for the well-being of the nation, including: • Being informed on civic issues • Serving in the military or alternative service • Obeying the law • Paying taxes • Volunteering and performing public service • Respecting the rights of others • Serving as a juror • Engaging in the voting process • Understanding unalienable rights	C, E, P
GC.43	Explain why civic engagement is important for the well-being of the nation and local communities.	C, H, P
GC.44	Evaluate the benefits and challenges of digital news and social media to a democratic society.	C, P, T
GC.45	Explain methods for evaluating information and opinion in print and online media (e.g., identifying author's purpose, determining the credibility of news articles, analyzing the messages of editorials and op-ep commentaries, assessing the validity of claims and sufficiency of evidence).	C, P
GC.46	Describe opportunities for citizens to participate in the political process and to monitor and influence government, including: • Campaigning • Petitioning • Demonstrating • Running for office • Lobbying • Voting	P, T
GC.47	Explain the requirements to be considered a U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.	P, T

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US | UNITED STATES HISTORY AND GEOGRAPHY
Post-Reconstruction to the Present

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

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

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

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

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

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

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

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Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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The Rise of Industrialization (1877-1900)

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

Reconstruction

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

Westward Expansion

Standard Number	Content Standard	Content Strand
US.04	Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement and physical landscape of the West.	C, E, G, H, P
US.05	Examine federal policies toward American Indians, including the movement to reservations, assimilation, boarding schools, and the Dawes Act.	C, G, H, P, T
US.06	Explain the characteristics and impact of the Granger movement and populism, emphasizing the conflicts between farmers and the railroads (i.e., credit mobilier and Interstate Commerce Act).	C, E, G, H, P

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Gilded Age

Standard Number	Content Standard	Content Strand
US.07	Describe the differences between "old" and "new" immigrants, including: • Urbanization • Angel Island • Ellis Island • Push-pull factors • Ethnic clusters	C, E, G, H, P
US.08	Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between wage earners and industrial capitalists, including the following: • Spoils System • Boss Tweed • President Garfield's Assassination • Thomas Nast • Pendleton Act	C, E, G, H, P
US.09	Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, and evaluate the business practices of: • Alexander Graham Bell • Henry Bessemer • Andrew Carnegie • Thomas Edison • Lewis Latimer • J.P. Morgan • John D. Rockefeller • Nikola Tesla • Cornelius Vanderbilt • Madam C.J. Walker	C, E, H
US.10	Determine the impacts of increased immigration on American society, including: • Competition for jobs • Rise of Nativism • Chinese Exclusion Act and Gentleman's Agreement	C, E, H, P

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The Progressive Era (1890-1920)

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

Standard Number	Content Standard	Content Strand
US.11	Compare and contrast the concepts of social Darwinism and the Social Gospel.	C, E, H
US.12	Describe the rise of trusts and monopolies, their impact on consumers and workers, and the government's response, including the Sherman Antitrust Act of 1890.	C, H, P
US.13	Describe working conditions in industries during this era, including the use of women and children as a labor source.	C, E, H
US.14	Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), and the responses of management and government.	C, E, H, P
US.15	Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Du Bois. (T.C.A. § 49-6-1006)	C, E, H, P, TCA
US.16	Explain the roles played by muckrakers and progressive idealists, including: • Jane Addams • Jacob Riis • Upton Sinclair • Lincoln Steffens • Ida Tarbell • Ida B. Wells-Barnett	C, E, H, P, T
US.17	Analyze the significant progressive achievements during Theodore Roosevelt's administration, including: • Square Deal • Meat Inspection Act • "Trust-busting" • Support for conservation • Pure Food and Drug Act	C, E, H, P

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Standard Number	Content Standard	Content Strand
US.18	Analyze the goals and achievements of the Progressive movement, including: • Adoption of the initiative, referendum, and recall • Adoption of the primary system • 16th Amendment • 17th Amendment	E, H, P
US.19	Analyze the significant progressive achievements during President Woodrow Wilson's administration, including: • New Freedom • Federal Reserve Act • Creation of the National Park Service • Clayton Antitrust Act of 1914	C, E, H, P, T
US.20	Describe the movement to achieve suffrage for women, including the significance of: • Leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul • Activities of suffragists • Passage of the 19th Amendment, including the role of Tennessee • Legacy of Susan B. Anthony	C, H, P, T

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Imperialism and World War I (1890-1920)

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

Standard Number	Content Standard	Content Strand
US.21	Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, American nationalism, and yellow journalism.	C, E, H, P
US.22	Compare and contrast the arguments of imperialists and non-imperialists of the period.	E, H, P
US.23	Describe the effects of American imperialism, including: • Spanish-American War • Annexation of Hawaii • Panama Canal • Philippine Insurrection • Access to Cuba • Roosevelt Corollary	E, G, H, P
US.24	Compare and contrast the motivations behind President Theodore Roosevelt's Big Stick diplomacy (i.e., militarism/expansionism), President William Howard Taft's Dollar Diplomacy (i.e., economics), and President Woodrow Wilson's Moral Diplomacy (i.e., nationalism).	C, E, G, H, P
US.25	Explain the causes of World War I, including militarism, alliances, nationalism, imperialism, assassination, and the reasons for the initial declaration of U.S. neutrality.	C, E, G, H, P
US.26	Explain the reasons for U.S. entry into World War I, including the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.	E, G, H, P
US.27	Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): • Trench warfare • Use of new weapons and technology • John J. Pershing • Harlem Hell Fighters • Alvin C. York	C, E, G, H, T, TCA

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Standard Number	Content Standard	Content Strand
US.28	Analyze the political, economic, and social ramifications of World War I on the home front, including: • Role played by women and minorities • Voluntary rationing • Committee on Public Information (i.e., Creel Committee) • Opposition by conscientious objectors • *Schenck v. United States* decision	C, E, H, P
US.29	Analyze the significance of President Woodrow Wilson's contributions to the Treaty of Versailles, including the Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.	H, P

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The 1920s (1920-1929)

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

Standard Number	Content Standard	Content Strand
US.30	Analyze the impact of the Great Migration of African Americans that began in the post-World War I era from the rural South to the industrial regions of the Northeast and Midwest. (T.C.A. § 49-6-1006)	C, E, G, H, T, TCA
US.31	Describe the growth and effects that radio and movies played in the emergence of popular culture, such as advertising, celebrities, news, and entertainment.	C, E, H, P
US.32	Examine how the use of the radio helped grow the popularity of country and blues music, including the rise of the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49 -6-1006)	C, H, T, TCA
US.33	Describe the impact of new technologies of the era, including the advent of air travel and spread of electricity.	C, E, G, H
US.34	Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.	C, E, H
US.35	Analyze the impact of the Harlem Renaissance and its important figures on American culture, including (T.C.A. § 49- 6-1006): • Louis Armstrong • Duke Ellington • Langston Hughes • Zora Neale Hurston • James Weldon Johnson	C, H, TCA
US.36	Describe changes and limitations in the social and economic status of women during this era, including flappers, birth control, clerical and office jobs, and the rise of women's colleges.	C, E, H

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Standard Number	Content Standard	Content Strand
US.37	Examine challenges and advancements related to the push for civil liberties, including (T.C.A. § 49-6-1006): • First Red Scare • Immigration Quota Acts of the 1920s • Resurgence of the Ku Klux Klan • Black Wallstreet and Tulsa Massacre • Rise of the NAACP • Efforts of Ida B. Wells-Barnett • Emergence of Garveyism	C, E, G, H, P, T, TCA
US.38	Describe the Scopes Trial of 1925, including the major figures (i.e., John Scopes, William Jennings Bryan, and Clarence Darrow), two sides of the controversy (i.e., fundamentalism and modernism), the outcome, and the legacy.	C, H, P, T
US.39	Describe the impacts of the 18th Amendment and Prohibition on American society, including the rise of organized crime, bootlegging, speakeasies, and the eventual repeal with the 21st Amendment.	C, E, H, P
US.40	Analyze the advantages and disadvantages of President Warren G. Harding's and President Calvin Coolidge's economic policies and their impact on culture of the United States as a result of credit expansion, consumerism, and financial speculation.	C, E, H, P

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The Great Depression and New Deal (1929-1941)

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

Standard Number	Content Standard	Content Strand
US.41	Analyze the causes of the Great Depression, including: • Bank failures • Laissez-faire politics • Buying on margin • Overextension of credit • Crash of the stock market • Overproduction in agriculture • Excess consumerism in manufacturing • High tariffs • Rising unemployment	C, E, H, P
US.42	Explain the causes of the Dust Bowl, and its social, geographic, and economic impacts.	C, E, G, H
US.43	Describe the impact of the Great Depression on the American people, including mass unemployment, migration, and Hoovervilles.	C, E, G, H
US.44	Describe the steps taken by President Herbert Hoover to address the depression, including his philosophy of "Rugged Individualism," public works projects, the Reconstruction Finance Corporation, and response to the "Bonus Army."	C, E, G, H, P
US.45	Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority • Works Progress Administration • National Recovery Administration	C, E, G, H, P, T
US.46	Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt's "court packing" attempt.	C, E, H, P

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

World War II (1936-1945)

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

Standard Number	Content Standard	Content Strand
US.47	Explain the rise and spread of fascism, communism, and totalitarianism internationally, including the following leaders: • Adolf Hitler • Benito Mussolini • Joseph Stalin • Hideki Tojo	C, E, G, H, P, TCA
US.48	Explain the progression of key events and President Franklin D. Roosevelt's response to world crises that lead to U.S. entry into World War II, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, the Lend-Lease Act, and Pearl Harbor.	C, E, G, H, P
US.49	Analyze the response of the United States to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war.	C, G, H, P, T
US.50	Explain the role of key figures, geography and military factors on the outcomes of battles in the Pacific, European, and North African theaters of war, including: • Winston Churchill • Dwight D. Eisenhower • Douglas MacArthur • George Patton • President Harry S. Truman • Battles of Midway, Iwo Jima, and Okinawa • Normandy • Battle of the Bulge • Invasion of Sicily • Actions of the 101st Airborne	G, H, P, T
US.51	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers.	C, H, T

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Standard Number	Content Standard	Content Strand
US.52	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. (T.C.A. § 49-6-1006)	C, E, H, P, TCA
US.53	Explore the effects of the large-scale growth of women entering the work force and military during World War II and the subsequent impact on American society, including Rosie the Riveter, Cornelia Fort, and the Women's Army Corp.	C, E, H, T
US.54	Describe the constitutional issues, conditions, and impact of the internment of Japanese Americans on the United States, including the *Fred Korematsu v. United States of America* decision.	C, E, G, H, P
US.55	Describe the war's impact on the home front, including: • Rationing • Bracero program • Zoot Suit Riots • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial areas	C, E, G, H, P
US.56	Describe the Manhattan Project, including Oak Ridge, Los Alamos, and Hanford, and explain President Truman's rationale for using the atomic bomb to end the war.	C, E, G, H, P, T
US.57	Explain the major outcomes of the Yalta and Potsdam Conferences (e.g., the separation of Germany, emergence of the threat of the atomic bomb, dispersal of Eastern European nations, and rising tensions between the United States and Soviet Union).	C, E, G, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Cold War (1947-1991)

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

Standard Number	Content Standard	Content Strand
US.58	Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.	C, H, P, T
US.59	Describe the competition between the United States and the Soviet Union in arms development, economic dominance, and ideology, including the roles of the United Nations, NATO, and the Warsaw Pact.	E, G, H, P
US.60	Analyze the Cold War policies of containment and the Truman Doctrine, Marshall Plan, and Berlin Airlift.	E, G, H, P
US.61	Describe the causes, course, and consequences of the Korean War, including: • Domino theory • Entry of communist China • 38th parallel • Final division of the Korean Peninsula	E, G, H, P
US.62	Explain how containment influenced Cold War policies during Dwight D. Eisenhower's administration, including brinksmanship, "peaceful coexistence," and the issue of the military-industrial complex.	C, E, H, P

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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1950s at Home (1950s-1963)

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

Standard Number	Content Standard	Content Strand
US.63	Analyze the causes and effects of the Second Red Scare, including Americans' attitudes toward McCarthyism, blacklisting, House Un-American Activities Committee (i.e., HUAC), and Julius and Ethel Rosenberg.	C, E, H, P
US.64	Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the "suburban ideal," the impacts of and disproportionate access to the G.I. Bill, and the increased reliance on foreign oil.	C, E, G, H, P
US.65	Explain the impact of the baby boomer generation on the U.S. economy and culture.	C, E, G, H, P, T
US.66	Describe domestic developments during Dwight D. Eisenhower's administration, including: • Polio vaccine • Interstate Highway System • Growth of suburbia • Hotel chains • Fast food chains	C, E, G, H, P
US.67	Analyze the increasing impact of television and mass media on American homes, politics, and the economy.	C, E, H, P
US.68	Describe the emergence of a youth culture, including beatniks and the progression of popular music (from swing to rhythm and blues to rock 'n' roll), and the impact of Tennessee on the music industry, including the influence of B.B. King, Elvis Presley, Stax Records, and Sun Studio. (T.C.A. § 49-6-1006)	C, E, H, T, TCA
US.69	Explain the fears of Americans surrounding nuclear holocaust, debates over stockpiling, and the use of nuclear weapons, including: • Atomic testing • Civil defense • Mutual assured destruction • Fallout shelters	C, E, H, P

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

Kennedy and Johnson Years (1961-1969)

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

Standard Number	Content Standard	Content Strand
US.70	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and Cuban Missile Crisis.	E, G, H, P
US.71	Describe the competition between the United States and Soviet Union for superiority in space (i.e., Sputnik and the development of NASA, Operation Paperclip), including its effects on the American education system and industry.	C, E, G, H, P
US.72	Describe the goals of President John F. Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and put a man on the moon.	C, E, G, H, P
US.73	Describe the goals of President Lyndon Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty.	C, E, G, H, P

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Civil Rights Movement (1950s-1960s)

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

Standard Number	Content Standard	Content Strand
US.74	Examine the decision and impacts of *Brown v. Board of Education* on the desegregation of schools, such as Scarboro 85, Clinton 12 and Little Rock 9. (T.C.A. § 49-6-1006)	C, E, G, H, P, T, TCA
US.75	Analyze the impact of Emmitt Till's murder and the use of mass media on the trajectory of the Civil Rights Movement.	C, H, P
US.76	Examine the roles and actions of civil rights advocates (e.g., Dr. Martin Luther King, Jr., Malcolm X, John Lewis, Diane Nash, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, George Wallace, Strom Thurmond). (T.C.A. § 49-6-1006)	C, E, G, H, P, T, TCA
US.77	Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) • Highlander Folk School • Montgomery Bus Boycott • Tent City in Fayette County, TN • Nashville sit-ins • Freedom Riders • Birmingham bombings of 1963 • Freedom Summer • March on Washington, D.C. • March on Selma • Memphis sanitation strike and assassination of Dr. Martin Luther King, Jr.	C, E, H, P, TCA
US.78	Analyze civil and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968 (i.e., Fair Housing Act), and the 24th Amendment. (T.C.A. § 49-6-1006)	C, E, H, P, TCA
US.79	Analyze how the American Indian Movement, Chicano Movement, and Feminist Movement are related to the Civil Rights Movement in advancing equality across the broader spectrum of American society during this time period.	C, E, H, P

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

The Vietnam War (1950s-1970s)

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

Standard Number	Content Standard	Content Strand
US.80	Describe the policies of Presidents' Kennedy, Johnson, and Nixon, and the causes, consequences, and progression of the Vietnam War, including: • Escalation • Geneva Accords • Gulf of Tonkin Resolution • Ho Chi Minh • Napalm and Agent Orange • Tet Offensive • Vietnamization	C, E, G, H, P
US.81	Describe the impact of the Vietnam War on the home front, including: • Anti-war movement • Draft by lottery • Effects of Agent Orange • Post-Traumatic Stress Disorder • Role of television and the media	C, H, P
US.82	Analyze different points of view that reflect the rise of social activism and the growth counterculture, including generation gap, hippies, and Woodstock.	C, E, G, H, P

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The Modern United States (1970s-present)

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

Standard Number	Content Standard	Content Strand
US.83	Explain the events of President Richard Nixon's administration, including his appeal to the "silent majority," detente, SALT, and open relationship with China.	C, E, G, H, P
US.84	Examine the Watergate scandal, including: • Background of the break-in • Changing role of media and journalism • Legacy of distrust (e.g., government) • *United States vs. Nixon* • Controversy surrounding President Gerald Ford's pardon	C, H, P
US.85	Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency and disasters such as Love Canal and Three Mile Island.	C, G, H, P
US.86	Identify and explain the events of Jimmy Carter's administration, including: • Crisis of Confidence speech • Poor economy • Energy crisis • Panama Canal Treaty • Iran Hostage Crisis • Camp David Accords	C, E, G, H, P
US.87	Identify and explain the events of President Ronald Reagan's administration, including: • Resurgence of nationalism • "War on Drugs" • Reaganomics • Strategic Defense Initiative • Iran-Contra affair • AIDS epidemic • Challenger disaster • Appointment of Sandra Day O'Connor	C, E, G, H, P
US.88	Identify and explain the events of President George H. W. Bush's administration, including: • The invasion of Panama • The Gulf War • Debates over the increasing budget and taxation	C, E, G, H, P

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Standard Number	Content Standard	Content Strand
US.89	Identify and explain the events of President Bill Clinton's administration, including: • NAFTA • Welfare-to-work • Scandals and subsequent impeachment • Balanced budget hearings • Family Medical Leave Act • Humanitarian efforts in Bosnia-Herzegovina • The widespread use of the internet	C, E, G, H, P
US.90	Describe the impact of the September 11, 2001 terrorist attacks on the World Trade Center and the Pentagon, including the response of President George W. Bush and the USA PATRIOT Act.	C, G, H, P
US.91	Identify and explain the events of President George W. Bush's administration, including: • No Child Left Behind • Wars in Afghanistan and Iraq • Economic recession (i.e., housing market crisis)	C, E, G, H, P
US.92	Describe the increasing role of women and minorities in American military, politics, and economy, including (T.C.A. § 49-6-1006): • Hillary Clinton • Colin Powell • Condoleezza Rice • Nancy Pelosi • Sonia Sotomayor	C, G, H, P, TCA
US.93	Explain how the legislative and judicial branches expanded the scope of the 14th amendment including: • Individuals with Disabilities Education Act • Americans with Disabilities Act • *Obergefell vs. Hodges*	C, E, H, P, TCA
US.94	Identify and explain the events of Barack Obama's administration including: • The Affordable Care Act • Every Student Succeeds Act • American presense in the Middle East	C, E, H, P

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WG | WORLD GEOGRAPHY

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple account • Frame appropriate questions for further investigation

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

Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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

Geographic Skills and Tools

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

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

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

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

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Physical Process, Natural Resources, and the Environment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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W | WORLD HISTORY AND GEOGRAPHY

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

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

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

Grades 9-12
Social Studies Practices

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

Practice Number	Social Studies Practice
SSP.01	Collect data and information from a variety of primary and secondary sources, including: • Printed materials • Graphic representations • Field observations/Landscape analysis • Artifacts • Media and technology sources • Oral History
SSP.02	Critically examine a primary or secondary source in order to: • Extract, summarize, and paraphrase significant ideas and relevant information • Discern differences between evidence and assertion • Recognize the significance of author's purpose, point of view, and bias • Draw logical inferences and conclusions • Assess the strengths and limitations of arguments
SSP.03	Synthesize data from a variety of sources in order to: • Establish accuracy and validity by comparing sources to each other • Recognize disparities among multiple accounts • Frame appropriate questions for further investigation

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee
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Practice Number	Social Studies Practice
SSP.04	Construct and communicate arguments by citing supporting evidence to: • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions • Engage in appropriate civic discourse
SSP.05	Develop historical awareness by: • 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 vs. 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	Develop geographic awareness by: • 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

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Age of Revolution (1750-1850)

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

Standard Number	Content Standard	Content Strand
W.01	Describe the types of kingdoms, leaders, and government systems in major world regions during the 18th century.	C, G, H, P, T
W.02	Compare major contributions of philosophers and scientists during the Age of Enlightenment and Scientific Revolution, such as: • Sir Francis Bacon • Cesare Beccaria • Galileo Galilei • Johannes Kepler • John Locke • Charles-Louis de Montesquieu • Isaac Newton • Jean-Jacques Rosseau • Mary Wollstonecraft	C, E, H, P
W.03	Identify the major causes (e.g., social, political, economic) of the French Revolution, and trace the evolution of France's government, including Enlightenment political thought, storming of the Bastille, execution of Louis XVI, and the reign of terror.	C, E, G, H, P
W.04	Explain the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.	C, G, H, P
W.05	Describe social and economic tensions within colonized regions in Latin America.	C, E, G, H, P
W.06	Explain the global effects of Latin American revolutions, including those in Haiti, Bolivia, Argentina, and Mexico.	C, E, G, H, P

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The Industrial Revolution (1750s-1900s)

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

Standard Number	Content Standard	Content Strand
W.07	Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America.	C, E, G, H, P
W.08	Explain the geographic and economic reasons why the Industrial Revolution began in England, including natural resources, entrepreneurship, labor, and access to capital.	E, G, H
W.09	Explain why the diffusion of the Industrial Revolution primarily spread within the Western world.	C, G, H
W.10	Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between enslaved labor and the growth of industrial economies.	C, E, G, H, P
W.11	Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes.	C, E, G, H, P
W.12	Analyze the consequences of industrialism in Europe in terms of: • Social benefits (e.g., increases in productivity and life expectancy) • Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality) • Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unions, education reform, and public health and sanitation)	C, E, G, H, P
W.13	Compare and contrast the rise of economic theories as a result of industrialization, including capitalism, communism, and socialism.	C, E, H, P

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Nationalism and Imperialism (1850-1914)

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

Standard Number	Content Standard	Content Strand
W.14	Define nationalism, and explain how national identity and political geography contributed to the unification of nations such as Germany and Italy.	C, E, G, H, P
W.15	Describe the rise of anti-Semitism in Europe during this time period.	C, E, G, H, P
W.16	Define and analyze reasons for imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.	C, E, G, H, P
W.17	Distinguish the differences between colonies, protectorates, spheres of influence, and economic imperialism.	E, G, H, P
W.18	Describe the cultural and political structures throughout the regions of the African continent.	C, G, H, P
W.19	Describe the natural resources and geographic features throughout the regions of the African continent and their impacts on global trade.	C, E, G, H, P
W.20	Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires.	C, E, G, H, P
W.21	Describe the various strategies and outcomes of African resistance to European imperialism (e.g., Ethiopia, Zulu Wars, Ashanti Wars).	C, E, G, H, P
W.22	Describe cultural, political, and economic structures throughout the regions of the subcontinent of India.	C, E, G, H, P

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

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

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

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

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Standard Number	Content Standard	Content Strand
W.36	Describe the effects of World War I, including the significance of: • Armenian genocide • Collapse of major empires • Economic losses • Loss of human life • Movement of populations • Shellshock (i.e., PTSD) • Spread of disease	E, G, H, P
W.37	Analyze the aims and negotiating roles of world leaders at the Paris Peace Conference and their impact on Germany, the League of Nations, and the creation of new states and the Mandate System.	C, E, G, H, P
W.38	Describe the cultural and economic trends of the 1920s.	C, E, H
W.39	Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: • Inflation • Overproduction • Post-war economic relationships between the United States and Europe • Restrictive trade policies • Unemployment	E, G, H, P

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

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

Standard Number	Content Standard	Content Strand
W.40	Explain how economic instability, nationalism, and political disillusionment in Germany, Italy, Japan led to the rise of totalitarian regimes.	C, E, G, H, P
W.41	Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin's totalitarian regimes.	C, E, G, H, P
W.42	Analyze the role of geographic features and regional conflicts (i.e., Spanish Civil War) in increasing tensions prior to World War II.	E, G, H, P
W.43	Describe efforts to expand empires in the 1930s, including: • Italian invasion of Ethiopia • German militarism • Japanese invasion and atrocities in China	C, E, G, H, P
W.44	Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	C, E, G, H, P
W.45	Describe the European theatre of war during World War II, including: • Geography • Key Military Leaders • Major Battles • Technology • Wartime Strategies	E, G, H, P

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Standard Number	Content Standard	Content Strand
W.46	Describe the Pacific theatre of war during World War II, including: • Geography • Key Military Leaders • Major Battles • Technology • Wartime Strategies	G, H, P
W.47	Describe the roles of leaders during World War II, including the significance of: • Winston Churchill • Adolf Hitler • Benito Mussolini • Franklin D. Roosevelt • Joseph Stalin • Hideki Tojo • Harry S. Truman	H, P
W.48	Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution.	C, E, G, H, P
W.49	Explain the state-sponsored mass murder of targeted groups (e.g., Hitler's Final Solution to the Jewish Question) in Nazi-controlled lands, and describe the varied experiences of Holocaust survivors and victims.	C, G, H, P
W.50	Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.	G, H, P, T
W.51	Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.	C, G, H, P, T
W.52	Describe the cultural, economic, geographic, and political effects of World War II, including: • Casualties of the war (military and civilian) • Changes to geopolitical boundaries • Cordell Hull's involvement in the creation of the United Nations • Destruction of cultural heritage • Division of Germany • The Nuremberg trials • Refugees and displaced populations	C, E, G, H, P, T

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Standard Number	Content Standard	Content Strand
W.53	Explain the nature of reconstruction in Europe and Asia after 1945, including the influence of the United States	C, E, G, H, P
W.54	Explain the origins and significance of the United Nations establishment of the State of Israel, and describe the reactions by surrounding Arab countries.	C, G, H, P
W.55	Describe the economic and military power shift at the end of World War II, including rising tensions between the Soviet Union and former Allied Powers.	C, E, G, H, P

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Cold War (1945-1991)

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

Standard Number	Content Standard	Content Strand
W.56	Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.	C, E, G, H, P
W.57	Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.	G, H, P
W.58	Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.	C, E, G, H, P
W.59	Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and United States (e.g., Cuban Missile Crisis).	E, G, H, P
W.60	Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.	C, G, H, P
W.61	Describe the competition in Asia between the Soviet Union and United States, including the wars in Korea and Vietnam as examples of proxy wars.	C, E, G, H, P
W.62	Explain reasons for the rapid decline of communist systems, including: • Chernobyl nuclear disaster • Economic inefficiency • Fall of the Berlin Wall • Mass protests in Eastern Europe and China • Mikhail Gorbachev's reforms • Soviet coup d'etat of 1991 • Unsustainable military spending	C, E, G, H, P
W.63	Analyze the political, economic, social, and geographic consequences of the collapse of communist governments and restructure of nation states in the former Soviet Union and Eastern Europe (e.g., Czech Republic, Slovakia, Ukraine, Armenia).	C, E, G, H, P

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

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

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

Standard Number	Content Standard	Content Strand
W.66	Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.	C, G, H, P
W.67	Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi).	C, E, G, H, P
W.68	Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser).	C, G, H, P
W.69	Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson and Winnie Mandela and the African National Congress.	C, E, G, H, P
W.70	Analyze the political, economic, ethnic, geographic (i.e., boundaries and features) and military challenges faced by newly-created countries in post-imperial Africa (e.g., civil war, genocide, corruption).	C, E, G, H, P
W.71	Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including Argentina, Colombia, Cuba, and Nicaragua.	C, G, H, P
W.72	Analyze the ongoing Arab-Israeli Conflict and the peace processes in the Middle East, including Camp David Accords.	C, G, H, P
W.73	Compare and contrast the causes and effects of modern genocide, including in Cambodia, Rwanda, and the former Yugoslavia.	C, E, G, H, P

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Understanding the Contemporary World (1980s- present)

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

Standard Number	Content Standard	Content Strand
W.74	Describe significant economic development in the contemporary world, such as: • Influence of trade organizations (e.g., NAFTA, OPEC) • Influence of technology (e.g., GIS, GPS) • Impact of a global economy	C, E, G, H, P
W.75	Describe patterns of globalization and its impact in the contemporary world, such as: • Influence of supranational organizations (e.g., UN, G-7) • Population change (e.g., growth, decline, control) • Resurgence of tribalism	C, E, G, H, P
W.76	Describe significant social and political issues in the contemporary world, such as: • Human Trafficking • Military Conflicts (e.g., Bosnia, Terrorism) • Territorial Disputes (e.g., Arab-Israeli Conflict) • Global terrorism	C, E, G, H, P

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