

# *A Blueprint for Learning*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

## **Key features of the reformatted version are:**

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

## **Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).**

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
  - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

**SOCIAL STUDIES**  
***Eighth Grade***

**CULTURE**

*Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Student will explore these elements of society to develop an appreciation of human cultures.*

| Key | Reporting Category |  |
|-----|--------------------|--|
| D   |                    | Explain how people living in the same region maintain different ways of life.                          |
| D   |                    | Analyze how human migration and cultural activities influence the character of a place.                |
| D   |                    | Discuss the development of major religions.  |
| D   |                    | Define religion.   |
| D   |                    | Describe the beliefs of America’s major religions and religious organizations.                         |
| D   |                    | Describe how religion contributed to the growth of representative government in the American colonies. |
| M   |                    | Identify the role diverse cultures had on the development of the Americas.                             |
| M   |                    | List the various cultures that contributed to the development of the United States.                    |
| M   |                    | Identify and examine perspectives of various cultural groups within early American history.            |
| D   |                    | Identify specific technological innovations and their uses.  |
| D   |                    | Construct a timeline of technological innovations and rate their relative importance on culture.       |

**ECONOMICS**

*Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

|   |   |   |
|---|---|---|
| I |   | Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.  |
| D |   | Describe the differences within economic theories such as mercantilism and capitalism.  |
| A | E | Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).      |
| A | E | Interpret a diagram showing the steps of changing a resource into a product.  |
| D |   | List the major industrial and agricultural products of Tennessee and the United States.   |
| D |   | Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.                    |
| M |   | Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Tennessee and Early America. |
| D |   | Define various types of economies and their methods of production and consumption.  |
| D |   | Apply economic concepts to evaluate historic and contemporary developments.   |
| D |   | Explain the economic impact of improved communication and transportation on the world economy.  |
| D |   | Analyze the impact of national and international markets and events on the production of goods and services in Tennessee and Early America.   |
| M |   | Define microeconomic terms such as credit, debt, goods, services, domestic products, imports, and exports.  |

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**REPORTING CATEGORY**

**E =Economics G = Geography USP 1= United States Period 1 USP 2 = United States Period 2  
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|          |          |  |
|----------|----------|--|
| <b>D</b> |          | Analyze how supply and demand and change in technologies impact the cost for goods and services.   |
| <b>A</b> | <b>E</b> | Differentiate between credit and debt.   |
| <b>D</b> |          | Evaluate the relationship between creditors and debtors.   |
| <b>D</b> |          | Explain and illustrate how values and beliefs influence different economic decisions related to needs and wants.   |
| <b>A</b> | <b>E</b> | Differentiate between a commercial and subsistence economy.  |
| <b>D</b> |          | Define macroeconomic terms such as economic alignments, credit, market economy, tariffs, closed economies, and emerging markets.                                   |
| <b>D</b> |          | Generalize and evaluate the process of governmental taxation on individuals and businesses.  |
| <b>A</b> | <b>E</b> | Identify various forms of taxation (i.e., tariffs, sales tax, and excise tax).   |
| <b>D</b> |          | Evaluate the domestic and international impact of various economic agreements.   |
| <b>D</b> |          | Compare basic economic systems according to who determines what is produced, distributed, and consumed.  |
| <b>A</b> | <b>E</b> | Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, and population diversity). |
| <b>D</b> |          | Explain economic factors that led to the urbanization of Tennessee and Early America.  |
| <b>D</b> |          | Trace the development of major industries that contributed to the urbanization of Tennessee and Early America.   |
| <b>A</b> | <b>E</b> | Recognize the economic activities of Early America (i.e., agriculture, industry, and service).   |
| <b>D</b> |          | Explain the changes in types of jobs and occupations that resulted from the urbanization of Tennessee and Early America.   |
| <b>A</b> | <b>E</b> | Recognize the factors that led to urbanization and industrialization in Early America (i.e., religious freedom, land ownership, and thriving market).              |
| <b>A</b> | <b>E</b> | Distinguish among various economic markets found in Early America (i.e., traditional, monopoly, oligopoly, and free competition).                                  |

**GEOGRAPHY**

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

|          |          |   |
|----------|----------|---|
| <b>M</b> |          | Locate major countries and regions of the world on a map or globe focusing on those countries and regions that relate to the development of North America.  |
| <b>A</b> | <b>G</b> | Identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, and plateau). |
| <b>A</b> | <b>G</b> | Use various geographic data from maps and globes to determine longitude, latitude, distance, and direction.   |
| <b>A</b> | <b>G</b> | Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).       |
| <b>M</b> |          | Identify the routes of contact between the Americas and Europe, Asia, and Africa.   |
| <b>A</b> | <b>G</b> | Interpret a geographic map of the early United States.  |
| <b>D</b> |          | Illustrate the geographic exchange of ideas, materials, and goods between the Americas and the rest of the world prior to the Civil War.  |
| <b>A</b> | <b>G</b> | Recognize the definition of religion.   |
| <b>M</b> |          | Identify major landforms, bodies of water, cities, and states.  |
| <b>D</b> |          | Identify the physical, economic, and cultural regions of the United States.   |
| <b>M</b> |          | Explain the factors that contribute to the placement of cities and boundaries.  |

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|          |          |   |
|----------|----------|---|
| <b>M</b> |          | Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.  |
| <b>A</b> | <b>G</b> | Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, and dam and road building).                                       |
| <b>D</b> |          | Explain how environmental factors influenced the way of life of the various peoples of the Americas.  |
| <b>D</b> |          | Describe how geographic features affected the development of transportation and communication networks.   |
| <b>D</b> |          | Explain the influences of geographic features both physical and human on historical events.   |
| <b>D</b> |          | Explain how physical processes shape the United States' features and patterns.  |
| <b>D</b> |          | Understand the differences in population characteristics of the United States such as density, distribution, and growth rates.  |
| <b>D</b> |          | Explain how processes of migration affected development of settlements in the United States.  |
| <b>M</b> |          | Explain how environmental issues such as water supply and resource availability influenced settlement patterns.   |
| <b>D</b> |          | List the causes of migration and immigration.   |
| <b>A</b> | <b>G</b> | Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, and regional growth).   |
| <b>A</b> | <b>G</b> | Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, and British vs. French influences). |
| <b>D</b> |          | Discuss the economic and social impact of immigration and migration on a region or country.   |
| <b>D</b> |          | Categorize causes of migration and immigration into "push and pull" factors.  |

**GOVERNANCE AND CIVICS**

*Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.*

|          |  |   |
|----------|--|---|
| <b>D</b> |  | Analyze the necessity of establishing and enforcing the rule of law.  |
| <b>D</b> |  | Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security. |
| <b>D</b> |  | Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.                       |
| <b>D</b> |  | Describe the purpose of government and how its powers are acquired, used, and justified.  |
| <b>D</b> |  | Distinguish basic differences between democracy and other forms of government in other regions of the world.  |
| <b>D</b> |  | Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.                              |
| <b>D</b> |  | Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.   |
| <b>D</b> |  | Relate a people's location, population, production and consumption to the function of their government.   |
| <b>D</b> |  | Identify models of lower to higher forms of political order.  |
| <b>D</b> |  | Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.  |
| <b>D</b> |  | Differentiate between rights and privileges of the individual.  |
| <b>D</b> |  | Consider how cooperation and conflict affect the dissemination of resources, rights, and privileges.  |
| <b>D</b> |  | Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among states, regions, and nations.                           |
| <b>D</b> |  | Describe and analyze the role advancements in technology have played in conflict resolution.  |

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|   |    |   |
|---|----|---|
| D |    | Define the differences between the individual and the state.  |
| D |    | Identify and interpret sources and examples of the rights and responsibilities of citizens.   |
| D |    | Describe the importance of individual rights, such as free speech and press, in a democratic society.   |
| A | GC | Recognize the rights and responsibilities of individuals throughout the development of the United States.   |
| D |    | Evaluate the role of government in balancing the rights of individuals versus the common good.  |
| A | GC | Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights). |
| A | GC | Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, and Judicial).                                 |
| A | GC | Recognize the purpose of government and how its powers are acquired, used, and justified.   |
| D |    | Identify and describe the basic features of the political system in the early United States, and identify representative leaders from various levels and branches of government.                    |
| A | GC | Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.   |
| D |    | Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.   |
| D |    | Explain how the Constitution is applied in every day life.  |
| A | GC | Recognize the rights guaranteed in the Bill of Rights.  |
| D |    | Apply the Constitution to individual court cases.   |
| A | GC | Recognize the impact of major court decisions have had on American life, (i.e., Marbury vs. Madison, McCulloch vs. Maryland, and Dred Scott vs. Sandford).  |
| D |    | Analyze the United States Constitution in principle and practice.   |
| D |    | Compare and contrast the ways the Constitution balances the "individual" versus the "state."  |
| D |    | Identify how the Tennessee Constitution reflects the principles represented in the Constitution.  |
| D |    | Identify the influences of ideas from the United States Constitution on the Tennessee Constitution.   |
| D |    | Identify civic responsibilities of Tennessee and United States citizens.  |
| D |    | Describe the structure and functions of government at municipal, county, and state levels.  |
| D |    | Identify how the different points of view of political parties and interest groups have affected important Tennessee and national issues.   |
| D |    | Analyze the contributions of Tennessee political leaders within the national scene.   |
| A | GC | Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, and communities).   |
| A | GC | Recognize how groups and institutions work together to meet common needs.   |
| A | GC | Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, and trial by jury).                                   |

## HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

**\* Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

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**Era 1 - Three Worlds Meet (Beginnings to 1620)**

|           |                 |  |
|-----------|-----------------|--|
| <b>D</b>  |                 | Identify the ancient civilizations in the Americas.  |
| <b>D</b>  |                 | Explain the cultures of the Western Hemisphere’s native peoples prior to European contact.   |
| <b>D</b>  |                 | Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.   |
| <b>D</b>  |                 | Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.   |
| <b>D</b>  |                 | Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.  |
| <b>D</b>  |                 | Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.  |
| <b>D</b>  |                 | List the characteristics of the Spanish and Portuguese exploration and conquest of the Americas.   |
| <b>D</b>  |                 | Recognize that the English, Spanish, Portuguese, and French differed from one another in their views regarding economy, property, and religion, and this influenced the way the different cultures colonized.          |
| <b>D</b>  |                 | Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.                            |
| <b>D</b>  |                 | Explain the geological factors that led to the geographic features of Tennessee.   |
| <b>D</b>  |                 | Describe pre-Columbian Native American peoples and their societies.  |
| <b>D</b>  |                 | List the early European explorers and their nations of origin.   |
| <b>*A</b> | <b>USP 1, 2</b> | Read a timeline and order events of the past.  |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between a primary and secondary source.  |
| <b>*A</b> | <b>USP 1, 2</b> | Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).   |
| <b>*A</b> | <b>USP 1, 2</b> | Interpret a timeline of technological innovations.   |
| <b>*A</b> | <b>USP 1, 2</b> | Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).   |
| <b>*A</b> | <b>USP 1, 2</b> | Identify conclusions about historical events using primary and secondary sources.  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between primary and secondary source documents.  |
| <b>*A</b> | <b>USP 1</b>    | Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation). |
| <b>*A</b> | <b>USP 1</b>    | Contrast the characteristics of major native civilizations of the Americas.  |
| <b>*A</b> | <b>USP 1</b>    | Compare and contrast the tenets of America’s early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).                                |
| <b>*A</b> | <b>USP 1</b>    | Recognize the historical impacts of European settlement in North America.  |

**Era 2 - Colonization and Settlement (1585-1763)**

|          |  |   |
|----------|--|---|
| <b>D</b> |  | Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.   |
| <b>D</b> |  | Classify various limits on individual freedom in Colonial America.  |
| <b>D</b> |  | Describe the lives of free and indentured immigrants from Europe who came to North America and the Caribbean.   |
| <b>D</b> |  | Recognize the contributions of European philosophers which influenced the religious and political aspects of colonial America as to how individuals contributed to participatory government, challenged inherited ideas of hierarchy, and |

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|           |                 |  |
|-----------|-----------------|--|
|           |                 | affected the ideal of community.   |
| <b>D</b>  |                 | Explain how the evolution of English political practice impacted the colonists' sense of freedom.  |
| <b>D</b>  |                 | Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.  |
| <b>D</b>  |                 | Explain the differences and similarities among the English, French, and Spanish settlements.   |
| <b>D</b>  |                 | Recognize the cultural and environmental impacts of European settlement in North America.  |
| <b>D</b>  |                 | Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.   |
| <b>D</b>  |                 | Recognize the shift from utilizing indentured servitude to slavery within the colonies due to economic reasons and popular uprisings.  |
| <b>D</b>  |                 | Read and analyze a primary source document such as diaries, letters, and contracts.  |
| <b>D</b>  |                 | Recognize how family and gender roles of different regions of Colonial America changed across time.  |
| <b>D</b>  |                 | Recognize that the economic systems employed in the Northern colonies differed from those of the Southern colonies.  |
| <b>D</b>  |                 | Explain how the Declaration of Independence conflicts with the institution of chattel slavery.   |
| <b>D</b>  |                 | Describe the contributions of free and enslaved blacks in United States history.   |
| <b>D</b>  |                 | Identify Tennessee's natural resources.  |
| <b>D</b>  |                 | Discuss how the Proclamation Line did not deter western expansion of colonials.  |
| <b>D</b>  |                 | Explain the significance of the Cumberland Gap in Tennessee history.   |
| <b>*A</b> | <b>USP 1, 2</b> | Read a timeline and order events of the past.  |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between a primary and secondary source.  |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).  |
| <b>*A</b> | <b>USP 1, 2</b> | Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).   |
| <b>*A</b> | <b>USP 1, 2</b> | Interpret a timeline of technological innovations.   |
| <b>*A</b> | <b>USP 1, 2</b> | Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).   |
| <b>*A</b> | <b>USP 1, 2</b> | Identify conclusions about historical events using primary and secondary sources.  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between primary and secondary source documents.  |
| <b>*A</b> | <b>USP 1, 2</b> | Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.   |
| <b>*A</b> | <b>USP 1</b>    | Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation). |
| <b>*A</b> | <b>USP 1</b>    | Contrast the characteristics of major native civilizations of the Americas.  |
| <b>*A</b> | <b>USP 1</b>    | Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).                                |
| <b>*A</b> | <b>USP 1</b>    | Recognize the historical impacts of European settlement in North America.  |

**Era 3 - Revolution and the New Nation (1754-1820)**

|          |  |   |
|----------|--|---|
| <b>M</b> |  | Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years' War, divergent economic interests, and regional |
|----------|--|---|

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|           |                 |  |
|-----------|-----------------|--|
|           |                 | motivations.   |
| <b>M</b>  |                 | Know the Declaration of Independence, its major ideas, and its sources.  |
| <b>M</b>  |                 | Describe the armed conflict of the Revolutionary War.  |
| <b>M</b>  |                 | Explain the roles played by significant individuals during the American Revolution and their independence, which led to the creation of the Articles of Confederation.   |
| <b>M</b>  |                 | Explain the economic issues addressed by the Continental Congress and its subsequent successes and failures.   |
| <b>D</b>  |                 | Recognize the debate over the necessity of the Bill of Rights.   |
| <b>D</b>  |                 | Explain the factors and results of Shay’s Rebellion.   |
| <b>D</b>  |                 | Analyze documents such as the Declaration of Independence, the Federalist Papers, the United States Constitution, and the Bill of Rights.  |
| <b>D</b>  |                 | Explain the differing perspectives and roles played in the American Revolution by various groups of people.  |
| <b>M</b>  |                 | Describe the events that led to the creation and the failure of the state of Franklin.   |
| <b>M</b>  |                 | Examine the expansion of settlers into Tennessee.  |
| <b>M</b>  |                 | Discuss the entry of Tennessee into the Union.   |
| <b>*A</b> | <b>USP 1, 2</b> | Read a timeline and order events of the past.  |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between a primary and secondary source.  |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).  |
| <b>*A</b> | <b>USP 1, 2</b> | Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).   |
| <b>*A</b> | <b>USP 1, 2</b> | Interpret a timeline of technological innovations.   |
| <b>*A</b> | <b>USP 1, 2</b> | Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).   |
| <b>*A</b> | <b>USP 1, 2</b> | Identify conclusions about historical events using primary and secondary sources.  |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between primary and secondary source documents.  |
| <b>*A</b> | <b>USP 1, 2</b> | Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.   |
| <b>*A</b> | <b>USP 2</b>    | Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.  |
| <b>*A</b> | <b>USP 1</b>    | Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation). |
| <b>*A</b> | <b>USP 1</b>    | Contrast the characteristics of major native civilizations of the Americas.  |
| <b>*A</b> | <b>USP 1</b>    | Compare and contrast the tenets of America’s early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).                                |
| <b>*A</b> | <b>USP 1</b>    | Recognize the historical impacts of European settlement in North America.  |

**Era 4 - Expansion and Reform (1801-1861)**

|          |  |   |
|----------|--|---|
| <b>D</b> |  | Give examples of maps, timelines, and charts that show western expansion.                 |
| <b>D</b> |  | Identify the factors that led to territorial expansion and its effects.                   |
| <b>D</b> |  | Explain the short and long term political and cultural impacts of the Louisiana Purchase. |

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|           |                 |   |
|-----------|-----------------|---|
| <b>D</b>  |                 | Recognize the significance of the Lewis and Clark expedition.   |
| <b>D</b>  |                 | Describe the Monroe Doctrine and its foreign policy goals.  |
| <b>D</b>  |                 | Describe the causes, sectional divisions, and Native American support for the British and results of the War of 1812.   |
| <b>D</b>  |                 | Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.   |
| <b>D</b>  |                 | Illustrate the demographics brought on by the Western movement, expansion of slavery, emerging industrialization and consequences for Native American groups.                   |
| <b>D</b>  |                 | Consider the social and political impact of the theory of Manifest Destiny.   |
| <b>D</b>  |                 | Analyze governmental policy in response to sectional differences.   |
| <b>D</b>  |                 | Explain the events that led to the Mexican-American War and the consequences of the Treaty of Guadeloupe-Hidalgo.   |
| <b>D</b>  |                 | Describe the political impact of adding new states to the Union.  |
| <b>D</b>  |                 | Define the concept of reform.   |
| <b>D</b>  |                 | Identify reform movements of early 1800's.  |
| <b>D</b>  |                 | Describe the lives of immigrants in American society during the antebellum period and how this led to a rationale for reform movement.  |
| <b>D</b>  |                 | Discuss the growth of Tennessee's cities and regions.   |
| <b>D</b>  |                 | Evaluate the differences among Tennessee's three grand divisions.   |
| <b>D</b>  |                 | Study the impact on Tennessee's history made by individuals.  |
| <b>D</b>  |                 | Examine the events that led to the systematic removal of Native Americans within Tennessee and the subsequent Trail of Tears.   |
| <b>D</b>  |                 | Recognize Tennessee's influence in the country's westward expansion.  |
| <b>*A</b> | <b>USP 1, 2</b> | Read a timeline and order events of the past.   |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery). |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between a primary and secondary source.   |
| <b>*A</b> | <b>USP 1, 2</b> | Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).   |
| <b>*A</b> | <b>USP 1, 2</b> | Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).                                      |
| <b>*A</b> | <b>USP 1, 2</b> | Interpret a timeline of technological innovations.  |
| <b>*A</b> | <b>USP 1, 2</b> | Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).                          |
| <b>*A</b> | <b>USP 1, 2</b> | Identify conclusions about historical events using primary and secondary sources.   |
| <b>*A</b> | <b>USP 1, 2</b> | Differentiate between primary and secondary source documents.   |
| <b>*A</b> | <b>USP 1, 2</b> | Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.                          |
| <b>*A</b> | <b>USP 2</b>    | Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, and German).                              |
| <b>*A</b> | <b>USP 2</b>    | Recognize consequences of the westward expansion of the United States.  |
| <b>*A</b> | <b>USP 2</b>    | Identify the impact of individual and group decisions on historical events.   |
| <b>*A</b> | <b>USP 2</b>    | Recognize the impact groups have on change at the local, state, national, and world levels.   |

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|    |       |  |
|----|-------|--|
| *A | USP 2 | Determine the social, political, and economic factors that contribute to the institution of slavery in America.  |
| *A | USP 2 | Interpret a timeline, detailing the development of political parties in the United States to the Civil War.  |
| *A | USP 2 | Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, and society).                               |
| *A | USP 2 | Recognize examples of stereotyping, prejudice, conformity, and altruism in Early American history.   |
| *A | USP 2 | Analyze the contributions of Tennessee political leaders on the national scene (e.g., Andrew Jackson, Andrew Johnson, James K .Polk, Sequoyah, and Sam Houston). |
| *A | USP 2 | Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).                           |
| *A | USP 2 | Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.  |

**Era 5 - Civil War and Reconstruction (1850-1877)**

|    |          |   |
|----|----------|---|
| D  |          | Identify sectional differences that led to the Civil War.   |
| D  |          | Chart the course of major events throughout the Civil War.  |
| D  |          | Explain the technological, social, and strategic aspects of the Civil War.  |
| D  |          | Weigh political, social, and economic impact of the Civil War on the different regions of the United States.  |
| D  |          | Understand that different scholars may describe the same event or situation in different ways.  |
| D  |          | Recognize the economic impact of African-American labor on the United States economy.   |
| D  |          | Analyze the social and cultural impact of African-Americans on American society.  |
| *A | USP1 ,2  | Read a timeline and order events of the past.   |
| *A | USP 1, 2 | Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery). |
| *A | USP 1, 2 | Differentiate between a primary and secondary source.   |
| *A | USP 1, 2 | Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).   |
| *A | USP 1, 2 | Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).                                      |
| *A | USP 1, 2 | Interpret a timeline of technological innovations.  |
| *A | USP 1, 2 | Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).                          |
| *A | USP 1, 2 | Identify conclusions about historical events using primary and secondary sources.   |
| *A | USP 1, 2 | Differentiate between primary and secondary source documents.   |
| *A | USP 1, 2 | Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.                          |
| *A | USP 2    | Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, and German).                              |
| *A | USP 2    | Recognize consequences of the westward expansion of the United States.  |
| *A | USP 2    | Identify the impact of individual and group decisions on historical events.   |
| *A | USP 2    | Recognize the impact groups have on change at the local, state, national, and world levels.   |
| *A | USP 2    | Determine the social, political, and economic factors that contribute to the institution of slavery in America.   |

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|    |       |  |
|----|-------|--|
| *A | USP 2 | Interpret a timeline, detailing the development of political parties in the United States to the Civil War.  |
| *A | USP 2 | Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, and society).                               |
| *A | USP 2 | Recognize examples of stereotyping, prejudice, conformity, and altruism in Early American history.   |
| *A | USP 2 | Analyze the contributions of Tennessee political leaders on the national scene (e.g., Andrew Jackson, Andrew Johnson, James K .Polk, Sequoyah, and Sam Houston). |
| *A | USP 2 | Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).                           |
| *A | USP 2 | Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.  |

**INDIVIDUALS, GROUPS, AND INTERACTIONS**

*Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

|   |  |   |
|---|--|---|
| D |  | Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.                       |
| I |  | Identify and interpret examples of stereotyping, conformity, and altruism.  |
| I |  | Identify and analyze examples of tension between expression of individuality and group or institutional efforts to promote social conformity. |
| D |  | Describe the role of institutions in furthering both continuity and change.   |
| D |  | Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.                                     |
| D |  | Describe the various forms institutions take and the interactions of people with institutions.  |

**SOCIAL STUDIES PROCESS STANDARDS**

*The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.*

|   |  |   |
|---|--|---|
| D |  | Detect cause and effect relationships to acquire information.   |
| D |  | Distinguish between fact and opinion to recognize propaganda to acquire information.  |
| D |  | Use maps, graphs, globes, media, and technology sources to acquire information.   |
| D |  | Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.                       |
| D |  | Identify relevant factual material to problem solve and analyze data.   |
| D |  | Classify information by source, chronology, and importance to problem solve and analyze data.   |
| D |  | Critically examine data from a variety of sources to problem solve and analyze data.  |
| D |  | Detect bias in data presented in a variety of forms to problem solve and analyze data.  |
| D |  | Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.  |
| D |  | Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.                |
| D |  | Construct and analyze timelines for historical awareness.   |
| D |  | Utilize community resources such as field trips, guest speakers, and museums for historical awareness.  |
| D |  | Incorporate the use of technological resources for historical awareness.  |
| D |  | Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness. |

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