

# **Social Studies Curriculum**



# Kindergarten Social Studies Skills Based on Tennessee Frameworks

## **CULTURE**

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

*The following skills would be introduced in First Grade:*

- Recognize how individuals learn to do skills and customs from their culture.
- Understand that some differences among people are a result of their culture.
- Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
- Compare family customs and traditions among cultures.
- Describe customs of the local community.
- Recognize contributions of different cultures around the world.
- Explain the value of family traditions and customs.

*The following skills would be introduced and developed in First Grade:*

- Identify personal attributes, such as physical characteristics, that are common to all people.
- Identify differences among people.
- Recognize all cultures have family units where decisions are made.
- Explain how means of transportation may be diversified in different cultures in response to the environment.

## **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.*

*The following skills would be introduced in First Grade:*

- Understand that people create shelter according to both culture and environment.
- Recognize how jobs are similar and different from one community to another.
- Recognize that all jobs are significant and realize that some jobs are interdependent.

*The following skills would be introduced and developed in First Grade:*

- Identify basic human needs.
- Explain how basic human needs of food, clothing, shelter, and transportation are met.
- Explain why people have jobs.
- Distinguish between needs and wants.

## **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.*

*The following skills would be introduced in First Grade:*

- Explain what a globe and map represent.
- Use personal directions such as up, down, left, right, near and far to describe relative direction.
- Locate places in community such as the student's home and the classroom on the campus.
- Identify the human characteristics of places such as types of houses and ways of earning a living.
- Describe how weather impacts daily life.
- Describe seasons.
- Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.
- Describe how landforms and bodies of water influence where and how people live.
- Describe personal connections to place, especially place as associated with immediate surroundings.

# Kindergarten Social Studies Skills Based on Tennessee Frameworks

## 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.*

*The following skills would be introduced in First Grade:*

- Recognize that a person is a citizen of the country in which he/she is born.
- Understand that rules are created to protect an environment.
- Identify authority figures in the home, school, and community.
- Explain how authority figures make and enforce rules.
- Explain the use of voting as a method for group decision-making.
- Identify the flags of the United States and Tennessee.
- Recite the Pledge of Allegiance.
- Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.

*The following skills would be introduced and developed in First Grade:*

- Know that family structures can change.
- Recognize the need for rules for daily living and fair treatment of others.
- Identify purposes for having rules.
- Be aware that laws and rules are followed and created by the people, school, community, and country.
- Know rules of safety including signs and signals.
- Define cooperation.

## 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.*

*The following skills would be introduced in First Grade:*

- Define history as the story of our past.
- Recall events in the past and present in order to recognize that individuals have a personal history.
- Recognize that change occurs over time.
- Observe how sites in neighborhoods and communities change over time.
- Illustrate a family history to demonstrate that every family has a heritage.

*The following skills would be introduced and developed in First Grade:*

- Recognize that each family has a family tree.
- Recall family stories and celebrations to develop a personal history.

## 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.*

*The following skills would be introduced in First Grade:*

- Explain that people learn in the context of families, peers, schools, and communities.
- Give examples of how learning and physical development affect behavior.
- Explain the consequences of an individual's decisions and actions.
- Recognize that individuals have a space or develop an understanding of space and spatial relationships.
- Understand that cooperation is necessary when working within large and small groups to complete tasks.
- Work independently and cooperatively to accomplish goals.
- Describe how groups are made up of people who work, play, or learn together and share common interests.

## Kindergarten Social Studies Skills Based on Tennessee Frameworks

*The following skills would be developed in First Grade:*

- Describe how individuals meet their needs and wants through different means.
- Know that individuals choose jobs that impact their lives, families, and communities.

### **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be introduced in First Grade:*

- Use picture clues and picture captions to aid comprehension to acquire information.
- Utilize community resources such as field trips, guest speakers, and museums for historical awareness.

# First Grade Social Studies Skills Based on Tennessee Frameworks

## CULTURE

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

*The following skills would be introduced in First Grade:*

- Identify personal attributes, such as physical characteristics, that are common to all people.
- Identify differences among people.
- Recognize how individuals learn to do skills and customs from their culture.
- Recognize all cultures have family units where decisions are made.
- Understand that some differences among people are a result of their culture.
- Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
- Explain how means of transportation may be diversified in different cultures in response to the environment.
- Compare family customs and traditions among cultures.
- Describe customs of the local community.
- Recognize contributions of different cultures around the world.
- Explain the value of family traditions and customs.

## 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.*

*The following skills would be introduced in First Grade:*

- Recognize that workers who provide services earn money to meet needs and wants.
- Recognize that people advertise goods and services through different forms of communication.
- Identify how people exchange goods and services.
- Describe how specialized jobs contribute to the production of goods and services.
- Give examples of industries and the resources needed to operate industries.
- Differentiate between consumers and producers.

*The following skills would be developing in First Grade:*

- Describe the requirements of various jobs and the characteristics of a job well performed.
- Recognize that goods and services are exchanged worldwide.
- Identify examples of goods and services in the home, school, and community.
- Distinguish the difference between goods and services.

## 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.*

*The following skills would be introduced in First Grade:*

- Recognize that maps and globes are representations or models of specific places.
- Use map symbols and legends to identify locations and directions.
- Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.
- Define what cardinal directions are.
- Locate places using cardinal directions on maps and globes.
- Locate cities, states, countries, continents, and major bodies of water on maps and globes.
- Identify the geographic location of the United States and Tennessee on a globe and a map.
- Describe what weather is.

# First Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills would be developing in First Grade:*

- Locate their home, neighborhood, and school on a visual representation.
- Describe the concept of human features as in cities, buildings, farms, roads, and railroads.
- Locate and name the places in school and the neighborhood.
- Estimate distances such as from home to school.
- Explain how land is used for different tasks in the local area.
- Define natural resources and explain how people are dependent on them.
- Compare and contrast natural and artificial features of the earth.

## **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.*

*The following skills would be introduced in First Grade:*

- Recognize the United States Constitution as the basis for the laws in our country.
- Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict.
- Identify leaders in the community, state, and nation.
- Describe the relationship between local, state, and national government.
- Define citizenship and responsibility.
- Understand that voting is a way of making choices and decisions.
- Explain selected national and state patriotic symbols such as the United States and Tennessee flags.

*The following skills would be developing in First Grade:*

- Categorize rules and laws we follow as members of a family, school, and community.
- Understand that community governments employ various service workers.
- Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
- Categorize responsibilities that citizens have to their community, state, and country.
- Recite and explain the meaning of the Pledge of Allegiance.
- Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness.

*The following skills would be mastered in First Grade:*

- Design a set of rules or laws for a home, classroom, or community.
- Recognize family and school rules as compared with those from another culture.

## **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.*

*The following skills would be introduced in First Grade:*

- Recognize some early forms of communication and how communication has changed over time.
- Recognize that other countries have a longer history than the United States.
- Identify contributions of diverse historical figures that have influenced the community, state, and nation.
- Recognize major events in American history.

*The following skill would be developing in First Grade:*

- Distinguish between the past, present, and future.

# First Grade Social Studies Skills Based on Tennessee Frameworks

## **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.*

*The following skills would be introduced in First Grade:*

- Work independently and cooperatively to accomplish goals.
- Recognize individuals have responsibilities to the group whether as a leader or as a member.
- Give examples of the tension between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

*The following skills would be developing in First Grade:*

- Recognize the importance of individuals and families as part of neighborhoods.
- Recognize that cooperation is necessary in working with a group to complete a task.

*The following skill would be mastered in First Grade:*

- Describe the unique features of one's nuclear and extended families.

## **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be introduced in First Grade:*

- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
- Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
- Incorporate the use of technological resources for historical awareness.

*The following skills would be developing in First Grade:*

- Use picture clues and picture captions to aid comprehension to acquire information.
- Utilize community resources such as field trips, guest speakers, and museums for historical awareness.

## Second Grade Social Studies Skills Based on Tennessee Frameworks

### **CULTURE**

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

*The following skills would be introduced in Second Grade:*

- Recognize most cultures preserve important personal and public items from the past.
- Recognize communities have customs and cultures that differ.
- Recognize patterns of cultural traits such as language, religion, and family structure.
- Compare and contrast the cultures of Tennessee's three grand divisions.
- Recognize that cultures have strong traditions of loyalty to their region or country.
- Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.
- Examine the effects of changing technologies on the local community and state.

*The following skills would be developing in Second Grade:*

- Identify diverse cultural groups within the communities of Tennessee.
- Understand that Tennessee's culture has ties to other cultures in the world.
- Compare the regional cultures of Tennessee to those of other states.

*The following skill would be mastered in Second Grade:*

- Recognize diverse cultural neighborhoods within Tennessee and America.

### **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.*

*The following skills would be introduced in Second Grade:*

- Explain how work provides income to purchase goods and services.
- Describe how society depends upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.
- Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.
- Recognize that communities around the state and world are economically interdependent.
- Know the major products of Tennessee.
- Categorize resources needed to operate industries.
- Understand the necessity of importing resources needed for industry.

### **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.*

*The following skills would be introduced in Second Grade:*

- Recognize that natural regions are represented on different types of maps by showing physical features, climate, vegetation, and natural resources.
- Subdivide the world by positioning the equator, continents, oceans, and hemispheres on a map and globe.
- Recognize that a map contains elements such as title, scale, symbols, legends, grids, and cardinal and intermediate directions.
- Understand the rudimentary elements to the hydrologic cycle.

## Second Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills would be developing in Second Grade:*

- Describe how the globe is a model of earth locating hemispheres, poles, and equator.
- Analyze how individuals and populations depend upon land resources.
- Describe the importance of physical geographic features on defining communities.
- Understand the Earth-sun relationship such as the varying length of day.
- List earth's natural resources such as minerals, air, water, and land.
- Show how landmasses and bodies of water are represented on maps and globes.
- Locate the state of Tennessee and its major cities on a map.
- Name the physical and human characteristics of the neighborhood and the community.

### **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.*

*The following skills would be introduced in Second Grade:*

- Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.
- Identify functions of governments.
- Describe how governments establish order, provide security, and manage conflict.
- Know that communities have different laws depending on the needs and problems of their community.
- Identify ways that public officials are selected, including election and appointment.
- Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.
- Explain how citizens fund various community services.

*The following skills would be developing in Second Grade:*

- Recognize people who make laws and people who enforce them in Tennessee.
- Identify characteristics of good citizenship such as establishing beliefs in justice, truth, equality, and responsibility for the common good.
- Identify qualities of good citizenship.
- Identify ordinary people who exemplify good citizenship.
- Identify some governmental services in the community such as the libraries, schools, and parks, and explain their value to the community.

*The following skills would be mastered in Second Grade:*

- Be aware that every community has some form of governance.
- Explain the meaning of selected patriotic symbols and landmarks of Tennessee.

### **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.*

*The following skills would be introduced in Second Grade:*

- Describe the order of events by using designation of time periods such as ancient times and modern times.
- Use vocabulary related to chronology, including past, present and future.
- Create and interpret timelines.
- Compare various interpretations of the same time period using evidence such as photographs and interviews.

*The following skills would be developing in Second Grade:*

- Explain the significance of various community, state, and national celebrations such as Memorial Day and Independence Day.
- Explain how local people and events have influenced local community history.
- Describe and measure calendar time by days, weeks, months, and years.
- Comprehend those physical and human characteristics of communities change over time.
- Identify and explain the significance of various community landmarks.

## Second Grade Social Studies Skills Based on Tennessee Frameworks

### **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.*

*The following skills would be introduced in Second Grade:*

- Describe how groups work independently and cooperatively to accomplish goals within a community.
- Recognize individuals can belong to groups but still have their own identity.
- Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.

*The following skills would be developing in Second Grade:*

- Know how to share and give opinions in a group.
- Recognize individuals have a role in each group in which they participate.
- Recognize that each individual must make decisions about the work groups and play groups in which they participate.

### **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be introduced in Second Grade:*

- Use maps, graphs, globes, media, and technology sources to acquire information.
- Classify information by source, chronology, and importance to analyze data and problem solve.

*The following skills would be developing in Second Grade:*

- Use picture clues and picture captions to aid comprehension to acquire information.
- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
- Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
- Prepare and analyze maps, charts, and graphs for historical awareness.
- Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
- Incorporate the use of technological resources for historical awareness.

## Third Grade Social Studies Skills Based on Tennessee Frameworks

### CULTURE

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

*The following skills would be introduced in Third Grade:*

- Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
- Identify and explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.
- Retell the heroic deeds of characters from folktales and legends.

*The following skills would be developing in Third Grade:*

- Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
- Compare cultural differences in various regions of the United States and the world.
- Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.
- Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.

### 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.*

*The following skills would be introduced in Third Grade:*

- Identify ways of earning, spending, and saving money.
- Analyze a simple budget that allocates money for spending and saving.
- Identify examples of private and public goods and services.
- Identify examples of scarcity.
- Explain how supply and demand affects the price of a good or service.
- Recognize that the world has different agricultural and industrial regions.
- Explain the characteristics of a technologically expanding global economy.
- Explain the impact of scarcity on interdependence within and among regions.
- Recognize that Tennessee and the United States have different agricultural and industrial regions.
- Be aware of how goods and services are interchanged between communities at the local and national levels.

*The following skill would be developing in Third Grade:*

- Trace the development of a product from a natural resource to a finished product.

*The following skills will be assessed in Third Grade:*

- Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).
- Using a picture, differentiate the difference between a producer and a consumer.
- Distinguish between imports and exports.
- Differentiate between money and barter economies.
- Interpret a map showing agricultural and industrial areas.
- Distinguish the difference between a natural resource and finished product.

## Third Grade Social Studies Skills Based on Tennessee Frameworks

### **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.*

*The following skills would be introduced in Third Grade:*

- Show how the spatial elements of point, line, and area are used on a map or globe.
- Explain the difference between relative and absolute locations.
- List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, and erosion and deposition).
- Understand the concept of an ecosystem.
- Understand how technology allows people to adapt the environment to meet their needs.
- Describe the concept of formal (uniform) regions.
- Define the characteristics that comprise a region.
- Explain how change affects region and place over time.
- Show the population distribution of the state and country.

*The following skills would be developing in Third Grade:*

- Locate places on a map using cardinal and intermediate directions.
- List the similarities and differences of local places and regions with other places and regions.
- Describe how environments and regions differ around the world.
- Locate the major cities of Tennessee and the world on a map or globe.
- Differentiate between urban, suburban, and rural regions.

*The following skills will be assessed in Third Grade:*

- Recognize and use a map key.
- Find a specific location on a school or community map.
- Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, and the north and south poles.)
- Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.
- Determine the climate of a specific region of the world using a map.
- Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
- Identify basic components of earth's systems (i.e., landforms, water, climate, and weather).
- Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, and rainforests).
- Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).
- Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).
- Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter) by interpreting pictures.
- Interpret a chart or map identifying major cultural groups of the world.
- Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, and destruction of rainforest).
- Differentiate the cultural population distribution in the United States using a bar graph.

# Third Grade Social Studies Skills Based on Tennessee Frameworks

## 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.*

*The following skills would be introduced in Third Grade:*

- Describe the basic structures of government in the state.
- Know that governmental agencies exist to protect the environment at local, state, and national levels.
- Describe varied basic structures of governments in the state, nation, and world.
- Examine how regions choose to govern in different ways.
- Compare the Tennessee and the United State Constitutions with other governing procedures around the world.
- Explain the concept of the consent of the governed and its importance to the functions of government.
- Describe how public policies are used to address issues of public concern.
- Recognize the relationship of local governments to the state, the nation, and the world.

*The following skills would be developing in Third Grade:*

- Recognize who makes laws in the state.
- Identify services commonly provided by the state government and contrast with other regions.
- Identify government officials and explain how they are chosen.
- Identify examples of rights and responsibilities of citizens.
- Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
- Identify diverse historic figures that exemplified good citizenship.
- Identify ordinary people who exemplify good citizenship.
- List the differences between community, city, county, state, and country events which occur.

*The following skills will be assessed in Third Grade:*

- Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).
- Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, and walking within the crosswalk).
- Distinguish between conflict and cooperation within group interactions as represented by pictures.

## 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.*

*The following skills would be introduced in Third Grade:*

- Identify the heroic deeds of characters from state, national, and global histories.
- Identify historical figures that helped to shape regions.
- Describe how individuals, events, and ideas cause regional change over time.
- Identify factors that cause development and change in communities.
- Compare various interpretations of the same time period using evidence such as photographs and interviews.

*The following skills would be developing in Third Grade:*

- Describe the order of events by using designation of time periods such as ancient times and modern times.
- Use vocabulary related to chronology, including past, present, and future.
- Describe and measure calendar time by days, weeks, months, and years.
- Create and interpret timelines.

*The following skills will be assessed in Third Grade:*

- Label historical events as past, present, and future.
- Use a timeline to determine the order of a historical sequence of events.
- Read and interpret facts from a historical passage.

## Third Grade Social Studies Skills Based on Tennessee Frameworks

### **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.*

*The following skills would be introduced in Third Grade:*

- Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.
- Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.
- Give examples of economic, social, or political changes that result from individual or group decisions.

*The following skills would be developing in Third Grade:*

- Identify examples of actions individuals and groups can take to improve the community.
- Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

### **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be introduced in Third Grade:*

- Use picture clues and picture captions to aid comprehension to acquire information.
- Use maps, graphs, globes, media, and technology sources to acquire information.
- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
- Classify information by source, chronology, and importance to analyze data and problem solve.
- Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
- Prepare and analyze maps, charts, and graphs for historical awareness.
- Construct and analyze timelines for historical awareness.
- Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
- Incorporate the use of technological resources for historical awareness.

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

### CULTURE

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

*The following skills would be introduced in Fourth Grade:*

- Show different cultural regions on a map identifying such things as religion, language, and ethnicity.
- Identify the reasons for the establishment of Spanish missions in early American history.
- Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
- Identify customs, celebrations, and traditions of various cultural groups in early Tennessee.
- Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.

*The following skills would be developing in Fourth Grade:*

- Describe cultures of Native American tribes.
- Explain how European settlers created a new culture.
- Explore similarities and differences in how groups, societies, and cultures address similar human needs and concerns.

*The following skill would be mastered in Fourth Grade:*

- Compare how people from different cultures think about and handle their physical environments and social conditions.

### 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.*

*The following skills would be introduced in Fourth Grade:*

- Analyze how people in different parts of the United States earned a living in the past and do so in the present.
- Identify major industries of colonial America.
- Explain the economic patterns of early European colonial governments and their relationships with foreign governments.
- Describe the relationship of price to supply and demand and how it affected early American history.
- Use economic concepts such as supply, demand, and price to help explain events.
- Identify the economic motivations for European exploration and settlement in Tennessee and the Western Hemisphere.
- Examine the location, distribution, and patterns of economic activities and settlement in Tennessee.
- Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in Tennessee and various regions.

*The following skills would be developing in Fourth Grade:*

- Identify the economic motivations for European exploration and colonization.
- Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.
- Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.

*The following skill would be mastered in Fourth Grade:*

- Explain and demonstrate the role of money in daily life.

*The following skills will be assessed in Fourth Grade:*

- Analyze the impact of European exploration and colonization on the economy of Tennessee.
- Interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, and sheep).
- Recognize the difference between a barter system and a money system.
- Identify major industries of colonial America using a map of the original thirteen colonies.
- Recognize the concept of supply and demand.
- Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, and Bill of Rights).

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

### 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.*

*The following skills would be introduced in Fourth Grade:*

- Explain how physical and human characteristics of places and regions within the state and the United States developed.
- Explain how the major river systems affected the development of early settlements.
- Explain how physical processes shape the United States' features and patterns.
- Understand the differences in early population characteristics of the state and of the United States such as density, distribution, and growth rates.
- Explain the influences of physical and human features on historical events.
- Explain how the patterns and processes of migration affect the development of Tennessee.
- Explain how environmental issues such as water supply, air quality, and solid waste confronted humans when settling Tennessee.

*The following skills would be developing in Fourth Grade:*

- Locate major countries of the world involved in early American Development on a map or globe.
- Locate places on a map using cardinal and intermediate directions, latitude and longitude, and time zones.
- Locate the routes of early explorers of North America on a map.
- Describe how geography affected the development of transportation and communication networks.

*The following skills will be assessed in Fourth Grade:*

- Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, and forests).
- Identify on a map the routes of Americas' explorers (i.e., Columbus, Balboa, Pizarro, and Desoto).
- Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington, DC, Philadelphia, Sante Fe, and Los Angeles).
- Recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, and food and water sources).
- Determine how physical processes shape the United States' features and patterns (i.e., erosion, volcanoes, plate tectonics, and flooding).
- Recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, and Hudson).
- Determine how density, distribution, and growth rate affected United States settlement patterns.
- Identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, and solid waste).

### 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.*

*The following skills would be introduced in Fourth Grade:*

- Give examples of how government did or did not provide for needs and wants of people, establish order and security, and manage conflict.
- Compare the systems of government of early European colonists.
- Identify examples of representative government in the American colonies, including the Mayflower Compact, Iroquois League, and the Virginia House of Burgesses.
- Identify the purposes and explain the importance of the creation of Tennessee's colonial government, and the Tennessee Constitution.
- Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
- Explain the system of checks and balances.
- Identify and explain the basic functions of the three branches of state government.
- Identify the purposes and explain the importance of the Declaration of Independence.
- Identify examples of rights and responsibilities of citizens.
- Explain action citizens take to influence public policy decisions.
- Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- Explain the role of the individual in state and local elections.

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skill would be developing in Fourth Grade:*

- Explain how Native Americans governed their communities.

*The following skill would be mastered in Fourth Grade:*

- Sing or recite “The Star Spangled Banner” and explain its history.

*The following skills will be assessed in Fourth Grade:*

- Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, and colonies).
- Examine how the Mayflower Compact is a symbol of the first United States government.
- Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representations, and quartering of troops).
- Using a chart showing checks and balances, explain how one branch of government can limit the power of others.
- Identify the 3 branches of federal and state governments.
- Identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, and 8).
- Determine how various groups resolve conflict (i.e., school, tribal councils, and courts).

### **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.*

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

*The following skills would be introduced and developed in Fourth Grade:*

- Identify the ancient civilizations of the Americas at the time of European arrival.
- Explain the cultures of the Western Hemisphere’s native people prior to European contact.
- Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.
- Realize that geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
- Describe the immediate and long-term impact of Columbus’ voyages on native populations and on colonization in the Americas.
- List the characteristics of the Spanish and Portuguese exploration and settlement of the Americas.
- Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.
- Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.
- Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.

*The following skills will be assessed in Fourth Grade:*

- Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).
- Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
- Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).
- Read and interpret facts from a historical passage about an early American-Spanish mission.

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

*The following skills would be introduced and developed in Fourth Grade:*

- Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
- Describe the lives of free and indentured immigrants who came from Europe to North America and the Caribbean.
- Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
- Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
- Explain the importance of the Mayflower Compact.
- Understand the role of religion in the English colonies such as the evolution of religious freedom and the treatment of religious dissenters.
- Explain when, where, and why groups of people colonized and settled in the United States.
- Explain the political, economic, and social impact of the slave trade in the Americas.
- Conduct a thorough study of the differing regions of Tennessee and their history.
- Describe the effects of political, economic, and social changes on Native Americans in Tennessee.
- Identify characteristics of early colonial governments in Tennessee.

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills will be assessed in Fourth Grade:*

- Determine the reasons for colonial settlement (i.e., religious, economic, and individual freedom).
- Read and interpret facts from a historical passage about an early American-Spanish mission.
- Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
- Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).
- Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).
- Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
- Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.

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

*The following skills would be introduced and developed in Fourth Grade:*

- Explain the events that contributed to the outbreak of the American Revolution.
- Study the Declaration of Independence, its major ideas, and its sources.
- Describe the earliest armed conflict of the Revolutionary War.
- Summarize the results of the American Revolution, including the establishment of the United States.
- Demonstrate an understanding that people in different times and places view the world differently.
- Explain the major political issues of the thirteen colonies after their independence that led to the creation of the Articles of Confederation.
- Summarize the events that led to the creation of the United States Constitution.
- Focus on the creation of the state of Franklin and subsequent creation of the state of Tennessee.
- Identify the accomplishments of notable Tennessee individuals such as William Blount and John Sevier.

*The following skills will be assessed in Fourth Grade:*

- Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).
- Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, and politics).
- Determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, and natural geography).
- Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
- Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, and American born pioneers).
- Recognize the accomplishments John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, and soldier).
- Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).
- Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)
- Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.

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

*The following skills would be introduced and developed in Fourth Grade:*

- Give examples of maps, timelines, and charts that show western expansion.
- Identify the factors that led to territorial expansion and its effects.
- Identify the contributions of early pioneers such as Daniel Boone to the development of colonial America.
- Explain how societal changes led to conflict among sections of the United States.
- Explain the Louisiana Purchase.
- Recognize the significance of the Lewis and Clark expedition.
- Recognize the significance of the War of 1812.
- Understand the impact of territorial expansion on Native American tribes.
- Identify the impact of railroads on life in Tennessee including changes to cities and major industries.
- Identify the impact of various issues and events on life in Tennessee such as urbanization.
- Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson, and James Polk.

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills will be assessed in Fourth Grade:*

- Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).
- Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).
- Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.
- Analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, and increased natural resources).
- Determine the influence Lewis and Clark's expedition had on westward expansion.
- Read and interpret a passage about the Trail of Tears.
- Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).
- Interpret a timeline that depicts major historical pre-Civil War events.
- Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, and central government).

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- Recognize the significance of the Lewis and Clark expedition.
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### **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.*

*The following skills would be introduced in Fourth Grade:*

- Analyze a particular event to identify reasons individuals might respond to it in different ways.
- Explain group and institutional influences such as religious beliefs, laws, and peer pressure on people, events, and elements of culture.
- Identify and describe examples of tension between a group's belief system and the government's policies and laws.

## Fourth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills would be mastered in Fourth Grade:*

- Work independently and cooperatively to accomplish goals.
- Identify leadership qualities of leaders of the past.

### **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be introduced in Fourth Grade:*

- Detect cause and effect relationships to acquire information.
- Distinguish between fact and opinion to recognize propaganda to acquire information.
- Identify relevant factual material to problem solve and analyze data.
- Classify information by source, chronology, and importance to problem solve and analyze data.
- Critically examine data from a variety of sources to problem solve and analyze data.
- Detect bias in data presented in a variety of forms to problem solve and analyze data.
- Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.
- Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.

*The following skills would be developing in Fourth Grade:*

- Use maps, graphs, globes, media, and technology sources to acquire information.
- Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
- Construct and analyze timelines for historical awareness.
- Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
- Incorporate the use of technological resources for historical awareness.
- Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

### CULTURE

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

*The following skills would be introduced in Fifth Grade:*

- Give examples and describe the importance of cultural unity and diversity within and across groups.
- Identify significant examples of art, music, and literature from various periods in United States history.
- Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
- Summarize the contributions of people of selected racial, ethnic, and religious groups to our national liberty.

*The following skills would be developing in Fifth Grade:*

- Explain how some immigrants preserved their traditional culture and created a new American culture.
- Explain governmental efforts to restrict immigrants entering into the United States.
- Explain how art, music, and literature reflected the times during which they were created.
- Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
- Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.

*The following skills will be assessed in Fifth Grade:*

- Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).
- Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).

### 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.*

*The following skills would be introduced in Fifth Grade:*

- Give examples of the benefits of the free enterprise system in the United States.
- Describe global economic interdependence after World War II.
- Explain how the United States and Tennessee meet some of their needs through the purchase of domestic and international products domestically and internationally in today's global economy.

*The following skills would be developing in Fifth Grade:*

- Identify the economic change from agricultural to industrial in late 19<sup>th</sup> and early 20<sup>th</sup> century.
- Describe economic issues of the 1920's and 1930's.
- Explain how the American economy changed after World War II.
- Describe the development of the free enterprise system in Tennessee and the United States.
- Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.
- Explain how supply and demand affects production and consumption in the United States.
- Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States and other regions of the world.
- Explain how people historically and presently earn their living in different regions of the United States and Tennessee.
- Analyze how developments in transportation communication influenced economic activities in Tennessee.
- Explain how geographic factors influence the location of economic activities in Tennessee.
- Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Tennessee and the United States.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills will be assessed in Fifth Grade:*

- Differentiate between an economic boom and bust.
- Recognize the concept of buying on credit.
- Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances).
- Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, and Hoovervilles).
- Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).
- Differentiate between needs and wants on a personal and national level.

### **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.*

*The following skills would be developing in Fifth Grade:*

- Locate the major physical features and cities of the United States on a map or globe.
- Understand the latitude, longitude, the global grid and time zones of sites within the United States and Tennessee.
- Recognize landforms, climate, and natural resources as determining factors in the location and development of communities.
- Describe human settlement patterns and land use in the United States and Tennessee.
- Explain human modifications of the physical environment.
- Recognize the impact of extreme natural events on human history.
- Recognize population characteristics of Tennessee and the United States.
- Identify and locate the geographical regions of the United States.
- Explore ways technological advances enabled people to overcome geographic barriers.

*The following skills will be assessed in Fifth Grade:*

- Locate the 50 states using a map with each state outlined.
- Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).
- Locate information from an atlas entry.
- Locate a major United States city using latitude and longitude.
- Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.
- Interpret a climograph.
- Identify the physical and political boundaries of Tennessee.
- Determine America's population shifts by interpreting a population map.

### **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.*

*The following skills would be introduced in Fifth Grade:*

- Recognize that a variety of formal and informal actors influence and shape public policy.
- Analyze the post-Civil War amendments to the United States Constitution.
- Examine the influence of public opinion on personal decision-making and government policy on public issues.
- Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.
- Describe how public policies are used to address issues of public concern.
- Distinguish between national and state governments and compare their responsibilities in the United States federal system.
- Explain how individuals can participate in civic affairs and political parties at the national level.
- Identify leaders in the national governments, including the president and selected members of Congress, and their political parties and describe how they are elected.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills would be developing in Fifth Grade:*

- Describe important individual rights including freedom of religion, speech, and press and the rights to assemble and to petition the government.
- Describe important due process rights including trial by jury and the right to an attorney.
- Identify and compare leadership qualities of national leaders, past and present.
- Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
- Identify the reasons for and describe the systems of checks and balances outlined in the United States Constitution.
- Summarize the reasons for the creation of the Bill of Rights.
- Summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.
- Explain how to contact elected and appointed leaders in state and local governments.
- Identify examples of rights and responsibilities of citizens.
- Identify key ideals of the United States' democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.
- Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.
- Use knowledge of facts and concepts drawn from history along with elements of historical inquiry to inform decision making and action taking on public issues.
- Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant.

*The following skills will be assessed in Fifth Grade:*

- Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).
- Recognize the rights established by the 13th, 14th, 15th and 19th amendments.
- Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King, Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).
- Recognize situations requiring conflict resolution.
- Recognize the differences between the Tennessee State Constitution and the United States Constitution.
- Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.

### **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.*

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

*The following skills would be introduced and developed in Fifth Grade:*

- Identify the locations of the southern and northern states.
- Identify the advantages and disadvantages of northern and southern economic resources.
- Identify similar and different northern and southern social and cultural customs.
- Identify sectional interests that led to the Civil War.
- Describe the role of Tennessee in the Civil War.
- Chart the course of major events throughout the Civil War.
- Identify components of the various plans for Reconstruction.
- Evaluate the successes and failures of Reconstruction plans.
- Decide the reasons for successes and failures of the various Reconstruction plans.
- Assess the lasting impact of the Civil War and Reconstruction.

*The following skills will be assessed in Fifth Grade:*

- Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states; pictorial representations of crop production; reading timelines; and interpreting bar graphs showing human, natural, and man-made resources).
- Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).
- Interpret timelines that depict major historical post-Civil War events.
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

### **Era 6 - The Development of the Industrial United States (1870-1900)**

*The following skills would be introduced and developed in Fifth Grade:*

- Analyze the effects of immigration, migration, and resources on the economic development and growth of the United States.
- Identify individual leaders of business and industry.
- Explain how industry and mechanization changed ways of life in America and Tennessee.
- Understand the rise of the American labor movement.
- Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.
- Assess the resistance of various groups to United States expansion.
- Describe the people, lifestyles, and liberties in the American West.
- Trace the growth and necessity of the Chinese in the American West.

*The following skills will be assessed in Fifth Grade:*

- Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).
- Interpret timelines that depict major historical post-Civil War events.
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.

### **Era 7 - The Emergence of Modern America (1890-1930)**

*The following skills would be introduced and developed in Fifth Grade:*

- Identify various Progressive reform efforts and their leaders.
- Explain how rural areas and urban centers changed as a result of immigration and migration.
- Identify areas in the world where the United States participated in diplomatic affairs and armed conflict.
- Explain the causes of the Spanish-American War and World War I.
- Identify contributions of Tennessee natives such as Alvin York and Ida B. Wells.
- Explain how American life changed dramatically due to the economical, technology, and ecological disasters.
- Describe American life in the 1920's including the impact of Constitutional amendments.
- Explain the significance of the Harlem Renaissance.
- Explain Tennessee's role in the women's suffrage movement.

*The following skills will be assessed in Fifth Grade:*

- Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
- Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).
- Interpret timelines that depict major historical post-Civil War events.
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.

### **Era 8 - The Great Depression and World War II (1929-1945)**

*The following skills would be introduced and developed in Fifth Grade:*

- Explain the events that led to the Great Depression.
- Describe how the Great Depression affected American society as a whole.
- Explain how Americans addressed the social and economic problems brought on by the Great Depression.
- Describe how the Tennessee Valley Authority impacted life in Tennessee.
- Describe the political and economic events that led to World War II.
- Identify the significance of Pearl Harbor, D-Day, and Hiroshima.
- Identify Tennessee's involvement and the contributions of Tennessee natives such as Cordell Hull to the war effort.
- Explain the political and economic effects of World War II on Europe and the United States.
- Explain the social effects of World War II on American life.
- Describe Japanese-American internment and its conflict with American ideals.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

*The following skills will be assessed in Fifth Grade:*

- Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).
- Interpret timelines that depict major historical post-Civil War events.
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.
- Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).

### **Era 9 - Postwar United States (1945-1970's)**

*The following skills would be introduced and developed in Fifth Grade:*

- Explain how the American economy changed after World War II.
- Describe the influences of World War II on American society.
- Describe the role of the United Nations in international affairs.
- Explain United States' involvement in Korea and Vietnam.
- Describe the Soviet and American relationship during the Cold War.
- Identify major political events of the presidential administrations during the Cold War.
- Explain why the United States became involved in the space race.
- Describe the struggle for racial and gender equality.
- Explain Brown vs. Board of Education and its importance to the Civil Rights Movement.
- Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez.
- Describe Tennessee's involvement during the Civil Rights movement.

*The following skills will be assessed in Fifth Grade:*

- Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).
- Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).
- Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).
- Interpret timelines that depict major historical post-Civil War events.
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.

### **Era 10 - Contemporary United States (1968 to the present)**

*The following skills would be introduced and developed in Fifth Grade:*

- Explain how Watergate impacted the Nixon administration and Americans.
- Describe the changing relationships between the United States and foreign countries.
- Explain the significance of the Iran crisis.
- Describe political and geographic changes in Europe following the fall of the Soviet Union.
- Describe the growing impact of the media on public opinion.
- Explain the effect of the computer on contemporary life in America.
- Describe global environmental issues.
- Describe the contributions of Tennesseans to the arts.

*The following skills will be assessed in Fifth Grade:*

- Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
- Interpret a primary reading sample.
- Use tools of social science inquiry such as surveys, statistics, maps, and documents.

## Fifth Grade Social Studies Skills Based on Tennessee Frameworks

### **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.*

*The following skills would be introduced in Fifth Grade:*

- Identify and describe examples of tension between an individual's beliefs, government policies, and laws.
- Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
- Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.
- Give examples of the role of institutions in furthering both continuity and change.
- Identify examples of institutions and describe the interactions of people with institutions.
- Analyze the role of individuals and groups in elections.

### **SOCIAL STUDIES PROCESS SKILLS**

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

*The following skills would be developed in Fifth Grade:*

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