

Eight Grade Learning Expectations

1.0 Culture

- 1.01 Understand the nature and complexity of culture.
- 1.02 Discuss the development of major religions.
- 1.03 Identify the role diverse cultures had on the development of the Americas.
- 1.04 Describe the influence of science and technology on the development of culture through time.

2.0 Economics

- 2.01 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.02 Understand global economic connections, conflicts, and interdependence.
- 2.03 Understand the potential costs and benefits of individual economic choices in the market economy.
- 2.04 Understand the interactions of individuals, businesses, and the government in a market economy.

3.0 Geography

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 3.02 Know the location of places and geographic features, both physical and human, in Tennessee and in the United States.
- 3.03 Recognize the interaction between human and physical systems.
- 3.04 Understand the geographic factors that determined the locations of and patterns of settlements in the United States and Tennessee.
- 3.05 Understand the impact of immigration and migration on a society.

4.0 Governance and Civics

- 4.01 Appreciate the development of people's need to organize themselves into a system of governance.
- 4.02 Recognize the purposes and structure of government.
- 4.03 Understand the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges from that relationship.
- 4.04 Discuss how cooperation and conflict among people influence the division and control resources, rights, and privileges.
- 4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.
- 4.06 Understand the role the Constitution of the United States plays in the lives of Americans.
- 4.07 Understand the role that Tennessee's government plays in Tennesseans' lives.

Eight Grade Learning Expectations

5.0 History

Era 1 - Three Worlds Meet (Beginnings to 1620)

- 5.01 Identify ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.04 Recognize Tennessee's role within the early development of the Americas.

Era 2 - Colonization and Settlement (1585-1763)

- 5.05 Identify the role desire for freedom played in the settlement of the New World.
- 5.06 Understand the place of historical events in the context of past, present and future.
- 5.07 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.08 Understand the social, cultural and political events that shaped African slavery in Colonial America.

- 5.09 Recognize Tennessee's role within Colonial America.

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

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- 5.13 Identify Tennessee's role within early development of the nation.

Era 4 - Expansion and Reform (1801-1861)

- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.
- 5.15. Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.16 Recognize successes and failures of reform movements of the early 1800s to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- 5.17 Identify Tennessee's role within expansion of the nation.

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

- 5.18 Recognize the causes, course, and consequences of the Civil War.
- 5.19 Identify the contributions of African Americans from slavery to Reconstruction.
- 5.20 Identify Tennessee's role within the Civil War.

6.0 Individuals, Groups, and Interactions

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, and federal levels.

Eighth Grade Student Performance Indicators by Era Tennessee Social Studies Curriculum Standards

Era 4 Expansion and Reform (1801-1861)

- 8.1.spi.1 Recognize the definition of religion. (Eras 1-4)
- 8.1.spi.2 Identify the cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German). (Eras 1-5)
- 8.1.spi.5 Identify how religion contributed to early American society (i.e., impact on government, education, social norms, slavery, tolerance). (Eras 1-4)
- 8.1.spi.6 Interpret a timeline of technological innovations. (Eras 1-5)
- 8.1.spi.7 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, British v. French influences). (Eras 1-5)
- 8.2.spi.1 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). (Eras 1-5)
- 8.2.spi.2 Interpret a diagram showing the steps of changing a resource into a product. (Eras 1-5)
- 8.2.spi.3 Differentiate between credit and debt. (Eras 3-5)
- 8.2.spi.4 Recognize the economic activities of early America (i.e., agriculture, industry, and service). (Eras 1-4)
- 8.2.spi.6 Interpret a variety of economic graphs and charts with topics (i.e., the Colombian exchange, numbers of slaves, population of colonies, population density). (Eras 1-5)
- 8.2.spi.7 Differentiate between a commercial and subsistence economy. (Eras 1-4)
- 8.2.spi.8 Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market). (Eras 1-4)
- 8.2.spi.9 Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North. (Eras 2-5)
- 8.2.spi.10 Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition). (Eras 1-4)
- 8.3.spi.1 Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery). (Eras 1-5)
- 8.3.spi.3 Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building). (Eras 1-5)
- 8.3.spi.5 Interpret a geographic map of the early United States. (Eras 1-4)
- 8.3.spi.6 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, Ohio and Tennessee river systems). (Eras 2-4)
- 8.3.spi.7 Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth). (Eras 1-4)
- 8.4.spi.5 Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations. (Eras 1-5)

Era 4, continued

- 8.4.spi.7 Recognize the affect of major court decisions have had on American life, (i.e., *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sandford*). (Eras 3-5)
- 8.4.spi.8 Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury). (Eras 3-5)
- 8.4.spi.9 Analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston). (Eras 3-5)
- 8.5.spi.2 Read a timeline and order events of the past. (Eras 1-5)
- 8.5.spi.3 Differentiate between a primary and secondary source. (Eras 1-5)
- 8.5.spi.4 Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812). (Eras 2-4)
- 8.5.spi.5 Recognize the consequences of the westward expansion of the United States. (Eras 1-5)
- 8.5.spi.6 Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War). (Eras 1-5)
- 8.5.spi.8 Determine the social, political, and economic factors that contribute to the institution of slavery in America. (Eras 2-5)
- 8.5.spi.9 Interpret a timeline detailing the development of political parties in the United States to the Civil War. (Eras 3-5)
- 8.5.spi.10 Interpret maps, time lines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, and society). (Eras 1-5)
- 8.5.spi.11 Identify conclusions about historical events using primary and secondary sources. (Eras 1-5)
- 8.5.spi.12 Differentiate between primary and secondary source documents. (Eras 1-5)
- 8.5.spi.13 Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation). (Eras 3-5)
- 8.6.spi.1 Create a chart for individual decisions and a chart for group decisions that affect historical events. (Eras 1-5)
- 8.6.spi.2 Find examples from newspapers of the effects groups have at local, state, national, and world levels. (Eras 3-5)
- 8.6.spi.3 Classify examples of stereotypes, prejudices, conformity, and altruism. (Eras 1-5)
- 8.6.spi.4 Diagram the role of institutions in furthering change. (Eras 1-5)
- 8.6.spi.5 Write a report about how groups and institutions worked together to meet a common need. (Eras 2-5)