



Center for Civic Education

***We the People* Curriculum Crosswalk for: Tennessee Social Studies Standards - Grades 3 and 4**

Usage: This correlation guide offers a crosswalk between the Tennessee Social Studies Standards for Grades 3 and 4 and the Level 1 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



3 | THIRD GRADE SOCIAL STUDIES, PART 2

Early American and Tennessee History

Course Description: Third grade students will study the indigenous people of North America and European exploration. Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists. Students will use the Social Studies Practices in coordination with the content standards to evaluate evidence, develop comparative and causal analyses, and interpret primary sources and informational texts in order to construct sound historical arguments and perspectives on which informed decisions can be based.



Indigenous Peoples through European Exploration (prior to 1585)

Overview: Students will describe the legacy and cultures of major indigenous settlements of Tennessee, the routes of early explorers, and the impact of exploration on the Americas.

Standard Number	Content Standard	Content Strand
3.19	Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.	C, G, H, T
3.20	Describe the conflicts between American Indian nations, including the competing claims for the control of land.	E, G, H, P, T
3.21	Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	C, E, G, H, P, T
3.22	Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.	C, E, G, H



Early North American Settlements (1585-1600s)

Overview: Students will describe early North American and Tennessee settlements, and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists.

Standard Number	Content Standard	Content Strand
3.23	Describe the failure of the lost colony of Roanoke and the theories associated with it.	C, G, H
3.24	Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.	C, E, G, H, P
3.25	Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.	C, E, G, H, P
3.26	Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?	C, G, H, P
3.27	Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?	C, E, G, H, P
3.28	Identify representative assemblies and town meetings as early democratic practices during the colonial period. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s?Unit 1, Lesson 3: What is a republican government?Unit 1, Lesson 4: What is a constitutional government?	H, P



3.29	Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.	C, E, G, H, P, T
3.30	Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.	C, E, G, H, T
3.31	Describe life on the Tennessee frontier and reasons why settlers moved west.	C, E, G, H, P, T



4 | FOURTH GRADE SOCIAL STUDIES

The History of the United States: Revolution to Reconstruction

Course Description: Fourth grade students will learn about the early development of democratic institutions, including the ideas and events that led to the independence of the Thirteen Colonies, the American Revolution, and the formation of a national government under the Constitution. Students will continue their studies with the development and growth of the United States through Manifest Destiny and the division of our country. Finally, students will explore the causes and effects of the Civil War and Reconstruction. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of early U.S. history.

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



The War for Independence (1700s-1780s)

Overview: Students will explain the causes, course, and key figures of the American Revolution.

Standard Number	Content Standard	Content Strand
4.01	Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of colonization.	C, G, H, P
4.02	Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and the “ <i>Join or Die</i> ” political cartoon. <i>We the People</i> Level 1 curriculum connections • Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?	C, H, P
4.03	Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun’s role in it.	C, G, H, P, T
4.04	Evaluate how political and economic ideas and interests brought about the American Revolution, including: <ul style="list-style-type: none"> • Resistance to imperial policy (Proclamation of 1763) • The Stamp Act, 1765 • The Townshend Acts, 1767 • Tea Act, 1773 • “Taxation without Representation” • Intolerable/Coercive Acts, 1774 • The role of Patrick Henry <i>We the People</i> Level 1 curriculum connections • Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?	C, E, H, P



4.05	<p>Explain the different forms of protests colonists used to promote change in British policies, including: the Boston Tea Party, tarring and feathering, letter writing, and boycotts.</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?	C, E, H, P
4.06	<p>Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028)</p> <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?	H, P, TCA



Standard Number	Content Standard	Content Strand
4.07	Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including: women, slaves, and American Indians.	C, E, H, P
4.08	Determine the importance of the following groups to the American Revolution: <ul style="list-style-type: none">● Loyalists (Tories)● Minutemen● Patriots● Redcoats● Sons of Liberty	C, G, H, P
4.09	Examine major events and battles of the American Revolution, including: <ul style="list-style-type: none">● Midnight Ride of Paul Revere● Battles of Lexington and Concord● Battle of Bunker (Breed's) Hill● Battle of Saratoga● Valley Forge● Battle of Yorktown	C, G, H, P
4.10	Evaluate the contributions made by women during the American Revolution, including: <ul style="list-style-type: none">● Abigail Adams● Mary Ludwig Hays (Molly Pitcher)● Betsy Ross● Phillis Wheatley	C, E, H



Creating a New Government (1781-1789)

Overview: Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution.

Standard Number	Content Standard	Content Strand
4.11	Identify the weaknesses of the Articles of Confederation, including: no power to tax, weak central government, and the impact of Shays' Rebellion. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">Unit 2, Lesson 7: What was the first national government like?	E, H, P
4.12	Identify the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none">Distribution of power between the states and federal governmentGreat CompromiseSlavery and the Three-Fifths Compromise <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">Unit 2, Lesson 8: How was the Philadelphia Convention organized?Unit 2, Lesson 9: How many representatives should each state have in Congress?Unit 2, Lesson 10: What did the Framers do about the problem of slavery?	C, E, G, H, P, TCA
4.13	Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. (T.C.A. § 49-6-1028)	H, P, TCA
4.14	Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028): <ul style="list-style-type: none">Purposes of government (listed in the Preamble)Separation of powersBranches of governmentChecks and balances	P, TCA



	<ul style="list-style-type: none">● Recognition and protection of individual rights (in the 1st Amendment) <p><i>We the People</i></p> <p>Level 1 curriculum connections</p> <ul style="list-style-type: none">● Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution?● Unit 3, Lesson 12: How does the Constitution limit the powers of our government?● Unit 3, Lesson 13: What is the legislative branch?● Unit 3, Lesson 14: What is the executive branch?● Unit 3, Lesson 15: What is the judicial branch?● Unit 3, Lesson 16: How did the Constitution create a federal system of government?● Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression?	
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Building the New Nation (1790-1830)

Overview: Students will explore the development of the federal government, the exploration of the West, the impact of expansion on American Indians, and the contributions of key people during this era.

Standard Number	Content Standard	Content Strand
4.15	Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.	H, P
4.16	Map the exploration of the Louisiana Territory, and describe the events, struggles, and successes of the purchase, including the significance of: Meriwether Lewis, William Clark, and Sacagawea.	C, G, H, P
4.17	Identify major causes, events, and key people of the War of 1812, including: <ul style="list-style-type: none">• Trade restrictions• Impressment• Battle of New Orleans• Burning of Washington, D.C.• Francis Scott Key• Andrew Jackson	E, G, H, P, T
4.18	Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.	C, E, G, H, P, T



The Growth of the Republic (1800s-1850)

Overview: Students will explore the emergence of the U.S. industrial economy, the growth of slavery in the South, and westward expansion.

Standard Number	Content Standard	Content Strand
4.19	Contrast regional differences in the early 19th century, including: the emerging urbanization in the North, the expansion of the plantation system in the South, and the developing West.	C, E, G, H, T
4.20	Analyze the impact of the American Industrial Revolution, including the significance of: <ul style="list-style-type: none">• Watermills (influence of geography)• Robert Fulton (steamboats)• Samuel Slater (factory system)• Eli Whitney (cotton gin)	C, E, G, H, T
4.21	Compare and contrast the characteristics of slave life in plantations, cities, and other farms.	C, E, G, H, P, T
4.22	Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.	C, E, G, H, T
4.23	Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.	G, H, P, T
4.24	Explain the significance of the California Gold Rush in westward expansion.	C, E, G, H



The United States Prior the Civil War (1820s-1861)

Overview: Students will explore the events that led to the Civil War, focusing on the impact of slavery, the abolition movement, and the major differences of the states.

Standard Number	Content Standard	Content Strand
4.25	Analyze the sectional differences between the North and the Antebellum South, including: <ul style="list-style-type: none">• Economic• Political• Population• Social• Transportation	C, E, G, H, P, T
4.26	Identify abolitionist leaders and their approaches to ending slavery, including: <ul style="list-style-type: none">• Frederick Douglass• William Lloyd Garrison• Sojourner Truth• Harriet Tubman	C, H, P
4.27	Explain how slavery became a national issue during the mid-19th century, including the significance of: <ul style="list-style-type: none">• Missouri Compromise• Compromise of 1850• <i>Uncle Tom's Cabin</i>• Kansas-Nebraska Act• <i>Dred Scott v. Sandford</i> decision• John Brown's Raid (on Harper's Ferry)	C, E, G, H, P
4.28	Compare and contrast the various sectional stances on states' rights and slavery represented by the presidential candidates in the election of 1860, including Abraham Lincoln and Stephen A. Douglas.	C, G, H, P, T



4.29

Evaluate the significance of the Battle of Fort Sumter and the impact it had on secession.

G, H, P, T



The Civil War and Reconstruction (1861-1870s)

Overview: Students will understand the causes and course of the Civil War and the successes and failures of Reconstruction.

Standard Number	Content Standard	Content Strand
4.30	Explain the efforts of both the Union and the Confederacy to secure the border states for their causes.	G, H, P
4.31	Explain how the Union's Anaconda Plan used geographic features to isolate and defeat regions of the south and the Confederacy as a whole.	G, H, P
4.32	Describe the roles of major leaders during the Civil War, including: <ul style="list-style-type: none">• Jefferson Davis• Ulysses S. Grant• Robert E. Lee• President Abraham Lincoln	C, G, H, P
4.33	Evaluate the significant contributions made by women during the Civil War, including Clara Barton and Dorothea Dix.	C, H
4.34	Examine the significance and outcomes of key battles of the Civil War, including: <ul style="list-style-type: none">• First Battle of Bull Run• Battle of Shiloh• Battle of Antietam• Battle of Gettysburg	G, H, T
4.35	Explain the purpose of the Emancipation Proclamation, and identify its impact on the country.	C, G, H, P
4.36	Describe the significance of the Gettysburg Address.	C, H, P



4.37	Describe the physical, social, political, and economic consequences of the Civil War on the southern U.S. after the surrender at Appomattox Court House.	C, E, G, H, P, T
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Standard Number	Content Standard	Content Strand
4.38	Describe the impact President Abraham Lincoln's assassination had on the nation.	C, H, P, T
4.39	Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none">• Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?• Unit 4, Lesson 21: How does the Constitution protect your right to vote?	C, E, H, P
4.40	Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.	E, G, H, P, T
4.41	Examine the significance of the Compromise of 1877 on the U.S.	C, E, G, H, P



***We the People* Curriculum Crosswalk for: Tennessee Social Studies Standards - Grade 8**

Usage: This correlation guide offers a crosswalk between the Tennessee Social Studies Standards for Grade 8 and the Level 2 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



8 | EIGHTH GRADE SOCIAL STUDIES

United States History and Geography: Colonization of North America to Reconstruction

Course Description: Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction.

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

This course is the first of a two year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.

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



Colonization (1607-1750)

Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

Standard Number	Content Standard	Content Strand
8.01	Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people.	C, E, G, H, P
8.02	Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom.	C, G, H, P
8.03	Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none">• Anne Hutchinson• Role of theocracy• Salem Witch Trials• Town meetings	C, G, H, P
8.04	Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker.	C, G, H, P
8.05	Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York.	C, E, G, H, P
8.06	Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: <ul style="list-style-type: none">• William Penn• Philadelphia• Relationship with American Indians• Role of women	C, E, G, H, P



Standard Number	Content Standard	Content Strand
8.07	Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding.	C, E, G, H, P
8.08	Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?	E, G, H, P
8.09	Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.	C, E, G, H, P
8.10	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?	C, E, G, H, P
8.11	Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.	C, H
8.12	Explain the Navigation Acts and the policy of mercantilism.	E, G, H



The American Revolution (1700-1783)

Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.

Standard Number	Content Standard	Content Strand
8.13	Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763.	C, E, G, H, P, T
8.14	Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union.	C, E, H, P
8.15	Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: <ul style="list-style-type: none">• The Quartering Act, 1765• The Stamp Act, 1765• The Declaratory Act, 1766• The Townshend Acts, 1767• The Boston Massacre, 1770• The Boston Tea Party, 1773• Intolerable/Coercive Acts, 1774• Sons of Liberty <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 2, Lesson 7: What experiences led to the American Revolution?	C, E, G, H, P
8.16	Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> .	C, H, P
8.17	Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill.	C, E, G, H, P



8.18	Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">• Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?	C, H, P, TCA
8.19	Compare and contrast the points of view of Loyalists and Patriots. <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">• Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?	C, G, H, P
8.20	Locate and explain the significance of the following during the American Revolution: <ul style="list-style-type: none">• Struggles of the Continental Army• Battles of Trenton and Princeton• Battle of Kings Mountain• Battle of Saratoga• Battle of Yorktown• Guerrilla warfare	C, H, P, T



The New Nation (1775-1800)

Overview: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

Standard Number	Content Standard	Content Strand
8.21	<p>Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government?	E, G, H, P, T
8.22	<p>Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 3, Lesson 12: Who attended the Philadelphia Convention? How was it organized?• Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?• Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?• Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?	E, H, P, TCA
8.23	<p>Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)</p> <p><i>We the People</i> Level 2 curriculum connections</p>	H, P, TCA



	<ul style="list-style-type: none">• Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?• Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?• Unit 4, Lesson 17: How did the Constitution create a federal system of government?	
8.24	<p>Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 18: How did the people approve the new Constitution?	H, P, TCA
8.25	<p>Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address.</p>	E, G, H, P
8.26	<p>Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 20: How did political parties develop?	C, E, G, H, P
8.27	<p>Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 20: How did political parties develop?	E, G, H, P
8.28	<p>Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028)</p>	G, H, P, T, TCA



Growth of a Young Nation (1800-1820)

Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.

Standard Number	Content Standard	Content Strand
8.29	Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in <i>Marbury v. Madison</i> . <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">• Unit 4, Lesson 21: How does the U.S. Supreme Court use the power of judicial review?	H, P
8.30	Explain the major events of Thomas Jefferson's presidency, including: <ul style="list-style-type: none">• Conflict with the Barbary pirates• Embargo Act• Lewis and Clark Expedition• Louisiana Purchase	E, G, H, P
8.31	Explain the causes, course, and consequences of the War of 1812, including: <ul style="list-style-type: none">• Use of impressment and trade restrictions between the U.S. and Great Britain• Roles of Andrew Jackson and William Henry Harrison• Significance of the Treaty of Ghent• Rise in nationalism in the U.S.	C, E, G, H, P, T
8.32	Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.	G, P
8.33	Analyze the purpose and effects of the Monroe Doctrine.	E, H, P



Sectionalism and Reform (1790s-1850s)

Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

Standard Number	Content Standard	Content Strand
8.34	Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade.	C, E, G, H, P, T
8.35	Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War.	C, E, G, H, P, T
8.36	Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.	C, G, H
8.37	Explain the development of the American Industrial Revolution, including: <ul style="list-style-type: none">• Eli Whitney and interchangeable parts• Emergence of trade unions• Lowell System• Role of the textile industry• Samuel Slater	C, E, G, H, P
8.38	Describe how technological developments affected the growth of the industrial economy and cities in the North.	C, E, G, H, P
8.39	Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War.	C, E, G, H, P



8.40	Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road.	C, E, G, H, P
8.41	Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.	C, H



Standard Number	Content Standard	Content Strand
8.42	Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.	C, H, P
8.43	Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.	C, E, H, P, T



The Jacksonian Era (1824-1840)

Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

Standard Number	Content Standard	Content Strand
8.44	Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> .	C, E, H, P
8.45	Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy.	C, G, H, P, T
8.46	Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation.	C, E, H, P, T
8.47	Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of <i>Worcester v. Georgia</i> and the Trail of Tears.	C, G, H, P, T
8.48	Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)	H, P, T, TCA



Expansion and Division of the Nation (1820s-1860s)

Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

Standard Number	Content Standard	Content Strand
8.49	Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion.	C, E, G, H, P
8.50	Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.	G, H, P
8.51	Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo.	C, G, H, P, T
8.52	Analyze the reasons for and outcomes of groups moving west, including the significance of: <ul style="list-style-type: none">• Fur traders• Mormons• Oregon Trail• Santa Fe Trail	C, E, G, H
8.53	Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary.	E, G, H, P, T
8.54	Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.	C, E, G, H, P
8.55	Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants).	C, E, G, H
8.56	Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with <i>Uncle Tom's Cabin</i>).	C, E, G, H, P



Standard Number	Content Standard	Content Strand
8.57	Describe the significance of the Gadsden Purchase of 1853.	E, G, H, P
8.58	Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of act, including: <ul style="list-style-type: none">● Rise of the Republican Party● “Bleeding Kansas”● Preston Brooks’ attack on Charles Sumner● John Brown’s raid at Harper’s Ferry	C, G, H, P
8.59	Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South.	C, H, P
8.60	Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.	C, H, P



The Civil War (1860-1865)

Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.

Standard Number	Content Standard	Content Strand
8.61	Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country.	C, G, H, P, T
8.62	Describe the outbreak of the Civil War and the resulting sectional differences, including: <ul style="list-style-type: none">• Economic, geographic, and technological advances• Military strategies• Roles of President Abraham Lincoln and Jefferson Davis• Significance of Fort Sumter• Geographical divisions within states	C, E, G, H, P, T
8.63	Explain the significance of the following battles, events, and leaders during the Civil War, including: <ul style="list-style-type: none">• First Battle of Bull Run• Battle of Shiloh• Battle of Antietam• Battle of Gettysburg• Battle of Vicksburg• Sherman's March to the Sea• Surrender at Appomattox Court House• David Farragut• Nathan Bedford Forrest• Ulysses S. Grant• Thomas "Stonewall" Jackson• Robert E. Lee	G, H, P, T



8.64	Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.	H, P
8.65	Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13 th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)	C, G, H, T, TCA
8.66	Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier.	C, H, T



Reconstruction (1865-1877)

Overview: Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.

Standard Number	Content Standard	Content Strand
8.67	Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency.	H, P, T
8.68	Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. <i>We the People</i> Level 2 curriculum connections <ul style="list-style-type: none">Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?	E, H, P, T
8.69	Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction.	C, E, G, H, P, T
8.70	Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)	H, P, T, TCA
8.71	Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment.	H, P, T
8.72	Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.	C, H, P, T
8.73	Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow.	C, H, P, T
8.74	Explain the roles carpetbaggers and scalawags played during Reconstruction.	C, E, G, H, P
8.75	Explain the Compromise of 1877 and its role in ending Radical Reconstruction.	C, H, P



***We the People* Curriculum Crosswalk for: Tennessee Social Studies Standards - Grade 9-12 U.S. Government and Civics**

Usage: This correlation guide offers a crosswalk between the Tennessee Social Studies Grade 9-12 U.S. Government and Civics standards and Level 3 of the [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



GC | UNITED STATES GOVERNMENT AND CIVICS

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

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



Foundations of Constitutional Government

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

Standard Number	Content Standard	Content Strand
GC.01	<p>Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 1: What did the Founders think about constitutional government?• Unit 1, Lesson 2: What ideas about civic life informed the founding generation?• Unit 1, Lesson 3: What historic developments influenced modern ideas of individual rights?• Unit 1, Lesson 4: What were the British origins of American Constitutionalism?• Unit 1, Lesson 5: What basic ideas about rights and constitutional government did Colonial America hold?	C, E, G, P
GC.02	<p>Examine the Declaration of Independence and American grievances against British rule.</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain?	H, P
GC.03	<p>Identify the strengths and weaknesses of the Articles of Confederation.</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 2, Lesson 8: What were the Articles of Confederation, and why did some Founders want to change them?	H, P
GC.04	<p>Discuss the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.</p> <p><i>We the People</i> Level 3 curriculum connections</p>	H, P



	<ul style="list-style-type: none">● Unit 2, Lesson 9: How was the Philadelphia Convention organized?● Unit 2, Lesson 10: Why was representation a major issue at the Philadelphia Convention?● Unit 2, Lesson 11: What questions did the Framers consider in designing the three branches of the national government?● Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments?● Unit 2, Lesson 13: What was the Anti-Federalist position in the debate about ratification?● Unit 2, Lesson 14: What was the Federalist position in the debate about ratification?	
GC.05	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.	P
GC.06	<p>Describe limited government within the Constitution, including:</p> <ul style="list-style-type: none">● Checks and balances● Civilian control of the military● Federalism● Judicial review● Popular sovereignty● Rule of law● Separation of powers <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">● Unit 2, Lesson 10: Why was representation a major issue at the Philadelphia Convention?● Unit 2, Lesson 11: What questions did the Framers consider in designing the three branches of the national government?● Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments?	P



	<ul style="list-style-type: none"> ● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? ● Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy? ● Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy? ● Unit 4, Lesson 23: What is the role of the president in American constitutional democracy? ● Unit 4, Lesson 24: How are national laws administered in American constitutional democracy? ● Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy? ● Unit 4, Lesson 26: How does American federalism work? 	
GC.07	<p>Describe the structure of the Constitution and the process to amend it.</p> <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 2, Lesson 11: What questions did the Framers consider in designing the three branches of the national government? ● Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments? ● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? 	P
GC.08	<p>Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (T.C.A. § 49-6-1028)</p> <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What did the Founders think about constitutional government? ● Unit 1, Lesson 5: What basic ideas about rights and constitutional government did Colonial America hold? ● Unit 2, Lesson 13: What was the Anti-Federalist position in the debate about ratification? ● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? ● Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? 	C, P, TCA
GC.09	<p>Define the concepts of democracy and republic, and examine the relationship between the two.</p> <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What did the Founders think about constitutional government? 	P



The Legislative Branch

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

Standard Number	Content Standard	Content Strand
GC.10	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including: eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively. <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy?	H, P
GC.11	Describe the census and its role in redistricting and reapportionment, including the role of <i>Baker v. Carr</i> .	P, T
GC.12	Identify leadership positions of the legislative branch, including: <ul style="list-style-type: none">Majority and minority leadersPresident pro temporeRole of the vice presidentSpeaker of the House	P
GC.13	Describe the process of how a bill becomes a law. <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy?Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy?	P
GC.14	Identify the Tennessee representatives and senators to U.S. Congress.	P, T



GC.15	<p>Describe the powers of U.S. Congress, including:</p> <ul style="list-style-type: none">• Appropriations• Commerce• Confirmations• Declaration of war• Implied powers• Necessary and proper clause <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy?• Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy?	H, P
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The Executive Branch

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

Standard Number	Content Standard	Content Strand
GC.16	<p>Analyze Article II of the Constitution as it relates to the executive branch, including:</p> <ul style="list-style-type: none">• Appointments• Commander-in-chief of the military• Eligibility for office• Executive orders• Length of term (22nd Amendment)• Oath of office• Powers of the president• Succession (25th Amendment)• Treaties <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 23: What is the role of the president in American constitutional democracy?	H, P
GC.17	<p>Identify major departments of the executive branch, including:</p> <ul style="list-style-type: none">• Defense• Education• Justice• State• Treasury <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 4, Lesson 23: What is the role of the president in American constitutional democracy?• Unit 4, Lesson 24: How are national laws administered in American constitutional democracy?	P
GC.18	<p>Explain the Electoral College system, and compare and contrast arguments for and against it.</p>	G, H, P



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Created May 2025



The Judicial Branch

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

Standard Number	Content Standard	Content Strand
GC.19	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court. <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy?	P
GC.20	Explain the processes of selection and confirmation of Supreme Court justices. <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy?	P
GC.21	Explain the process of judicial review established by <i>Marbury v. Madison</i> . <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution?	H, P, T
GC.22	Describe the Supreme Court's role in determining the constitutionality of laws and acts of the legislative and executive branches. <i>We the People</i> Level 3 curriculum connections <ul style="list-style-type: none">Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution?Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy?	P, T



Civil Liberties

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

Standard Number	Content Standard	Content Strand
GC.23	<p>Evaluate the Supreme Court's interpretations of the freedoms articulated in the 1st Amendment, including:</p> <ul style="list-style-type: none">• <i>Schenck v. United States</i>• <i>Engel v. Vitale</i>• <i>Tinker v. Des Moines</i>• <i>Lemon v. Kurtzman</i> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion?	H, P, T
GC.24	Explain the 2nd Amendment, and evaluate its various interpretations.	P, T
GC.25	<p>Evaluate the Supreme Court's interpretations of freedoms in the 4th through 8th Amendments, including:</p> <ul style="list-style-type: none">• <i>Mapp v. Ohio</i>• <i>Gideon v. Wainwright</i>• <i>Miranda v. Arizona</i> <p><i>We the People</i> Level 3 curriculum connections</p>	H, P, T



	<ul style="list-style-type: none">• Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?• Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system?	
GC.26	<p>Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses, including:</p> <ul style="list-style-type: none">• <i>Plessy v. Ferguson</i>• <i>Gitlow v. New York</i>• <i>Brown v. Board of Education</i>• <i>Roe v. Wade</i>• <i>Obergefell v. Hodges</i> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?• Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?	H, P, T
GC.27	Identify and explain legislation and legal precedents that established rights for the underserved, including Title IX and the Americans with Disabilities Act.	H, P, T



Tennessee State and Local Government

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

Standard Number	Content Standard	Content Strand
GC.28	Identify the functions of departments and agencies of the executive, legislative, and judicial branches in the state of Tennessee.	P, T
GC.29	Explain the differences among the types of local governments in Tennessee, including county, city, and metro governments, as well as the legal, fiscal, and operational relationships between them and the state government.	P, T
GC.30	Identify the current governor of Tennessee and the representatives in the General Assembly (for a student's respective district).	P, T



Citizen Participation

Overview: Students will examine the responsibilities and opportunities of a citizen of the U.S.

Standard Number	Content Standard	Content Strand
GC.31	<p>Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none">• Being informed on civic issues• Obeying the law• Paying taxes• Respecting the rights of others• Serving as a juror• Serving in the military or alternative service• Volunteering and performing public service• Voting <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy?	C, P, T
GC.32	Explain the role of political parties in the nomination process for presidential candidates and the importance of and difference between primaries, caucuses, and general elections.	P, T
GC.33	Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion.	P, T
GC.34	<p>Describe the means that citizens use to participate in the political process, including:</p> <ul style="list-style-type: none">• Campaigning• Demonstrating• Petitioning• Running for office	P, T



	<ul style="list-style-type: none">• Lobbying• Voting	
GC.35	<p>Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.</p> <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none">• Unit 6, Lesson 33: What does it mean to be a citizen?	P, T