

## Social Studies - Fifth Grade

### Culture

#### **Content Standard: 1.0**

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

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

#### **Accomplishments**

5.1.01 Understand the diversity of human cultures.

- a. Explain how some immigrants preserved their traditional culture and created a new American culture.
- b. Explain governmental efforts to restrict immigrants entering into the United States.

5.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Explain how art, music, and literature reflected the times during which they were created.
- b. Give examples and describe the importance of cultural unity and diversity within and across groups.

5.0.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

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

5.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

- a. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
- b. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.1.spi.1. recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).

***at Level 2, the student is able to***

- 5.1.spi.2. 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).
- 5.1.spi.3. 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).

***at Level 3, the student is able to***

- 5.1.spi.4. analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.1.tpi.1. explore cultural contributions of individuals from various Tennessean and American communities in music and art.
- 5.1.tpi.2. group and label American history artifacts to find common characteristics and to make generalizations about American cultural similarities and subcultures.

***at Level 2, the student is able to***

- 5.1.tpi.3. explain how religion, science, and technology changed people's perceptions of the social and physical world.
- 5.1.tpi.4. explore cultural viewpoints that led to the eventual abolition of slavery;
- 5.1.tpi.5. read an account describing the cultural changes in American society associated with the fight for and passage of the 19<sup>th</sup> Amendment to the United States Constitution.

***at Level 3, the student is able to***

- 5.1.tpi.6. explore the contributions of people of various racial, ethnic, and religious groups in the United States.
- 5.1.tpi.7. give examples of folk tales, art, or music that represent a particular culture or time period.
- 5.1.tpi.8. recognize examples of how immigrants preserved their traditional culture.

**Economics**

**Content Standard: 2.0**

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

**Learning Expectations:**

- 2.01 Describe the potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of individuals, businesses, and governments in a market economy.
- 2.03 Understand fundamental economic concepts.
- 2.04 Understand the patterns and results of international trade.
- 2.03 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.

**Accomplishments**

5.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

- a. Identify the economic change from agricultural to industrial in late 19<sup>th</sup> and early 20<sup>th</sup> century.
- b. Describe economic issues of the 1920's and 1930's.
- c. Explain how the American economy changed after World War II.

5.2.02 Give examples of the interaction of individuals, businesses, and governments in a market economy.

- a. Describe the development of the free enterprise system in Tennessee and the United States.
- b. Analyze the effects of immigrations, migration, and limited resources on the economic development and growth of the United States.
- c. Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

5.2.03 Understand fundamental economic concepts.

- a. Explain how supply and demand affects production and consumption in the United States.
- b. Give examples of the benefits of the free enterprise system in the United States.

5.2.04 Understand the patterns and results of international trade.

- a. Describe global economic interdependence after World War II.
- b. 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.
- c. 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.

5.2.05 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.

- a. Explain how people historically and presently earn their living in different regions of the United States and Tennessee.
- b. Analyze how developments in transportation communication influenced economic activities in Tennessee.
- c. Explain how geographic factors influence the location of economic activities in Tennessee.
- d. Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Tennessee and the United States.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.2.spi.1. differentiate between needs and wants on a personal and national level.
- 5.2.spi.2. differentiate between an economic boom and bust.

***at Level 2, the student is able to***

- 5.2.spi.3. recognize the concept of buying on credit.
- 5.2.spi.4. interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).

***at Level 3, the student is able to***

- 5.2.spi.5. analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).
- 5.2.spi.6. 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).

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.2.tpi.1. describe the concept of supply and demand by role playing different scenarios.

***at Level 2, the student is able to***

- 5.2.tpi.2. recognize the Sixteenth Amendment to the United States Constitution allowed the federal government to tax people's incomes;
- 5.2.tpi.3. discuss how the United States government creates economic rules in times of crisis,(i.e., rationing, FDIC);
- 5.2.tpi.4. weigh the costs and benefits of a decision making process for personal economic choices;
- 5.2.tpi.5. discuss economic problems and resolutions confronted by mining communities in the late 1850's compared to today.

***at Level 3, the student is able to***

- 5.2.tpi.6. interpret the United States' economic exchange of goods pre-construction of the Panama Canal to post-Panama Canal using a chart
- 5.2.tpi.7. create a fictional business that would be viable in a free enterprise system.
- 5.2.tpi.8. examine how the scarcity of natural, human, and capital resources affected economic choices in the United States;
- 5.2.tpi.9. read a diagram illustrating an economic flow of a raw product to a finished product, e.g.,1890's gold and silver mill, steel mill)

## **Geography**

### **Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students 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 uses of geography.

### **Learning Expectations:**

- 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 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### **Accomplishments**

5.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Locate the major physical features and cities of the United States on a map or globe.
- b. Understand the latitude, longitude, the global grid and time zones of the sites within the United States and Tennessee.
- c. Recognize landforms, climate, and natural resources as determining factors in the location and development of communities.

5.3.02 Recognize the interaction between human and physical systems around the world.

- a. Describe human settlement patterns and land use in the United States and Tennessee.
- b. Explain human modifications of the physical environment.
- c. Recognize the impact of extreme natural events on human history.

5.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

- a. Recognize population characteristics of Tennessee and the United States.
- b. Identify and locate the geographical regions of the United States.

- c. Explore ways technological advances enabled people to overcome geographic barriers.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.3.spi.1. 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).
- 5.3.spi.2. determine America's population shifts by interpreting a population map.

***at Level 2, the student is able to***

- 5.3.spi.3. locate information from an atlas entry.
- 5.3.spi.4. locate a major United States city using latitude and longitude.
- 5.3.spi.5. identify the physical and political boundaries of Tennessee.

***at Level 3, the student is able to***

- 5.3.spi.6. locate the 50 states using a map with each state outlined.
- 5.3.spi.7. recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.
- 5.3.spi.8. interpret a climograph.

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.3.tpi.1. draw geographic maps from mental images of Tennessee and the United States of America.
- 5.3.tpi.2. recognize the five themes of geography: location, place, regions, movement, and relationships with place and use them to analyze geographic issues in Tennessee and regions of the United States.

***at Level 2, the student is able to***

- 5.3.tpi.3. understand how the United States acquired new territories and states.
- 5.3.tpi.4. determine how humans modify, adapt and depend on the environment by researching open range or free grazing land policies of the late 1880's.

***at Level 3, the student is able to***

- 5.3.tpi.5. examine and debate uses of land resources.
- 5.3.tpi.6. create a climograph for the city or region of the school by using area resources.

## **Governance and Civics**

### **Content Standard: 4.0**

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.

### **Learning Expectations:**

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.
- 4.05 Understand the relationship between local, state, and national government.

### **Accomplishments**

5.4.01 Discuss the structure and purposes of governance.

- a. Describe important individual rights including freedom of religion, speech, and press and the rights to assemble and petition the government.
- b. Describe important due process rights including trial by jury and the right to an attorney.
- c. Identify and compare leadership qualities of national leaders, past and present.
- d. Recognize that a variety of formal and informal actors influence and shape public policy.

5.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- a. Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
- b. Identify the reasons for and describe the systems of checks and balances outlined in the United States Constitution.
- c. Summarize the reasons for the creation of the Bill of Rights.
- d. Summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.
- e. Analyze the post- Civil War amendments to the United States Constitution.

5.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

- a. Identify examples of rights and responsibilities of citizens.
- b. Examine the influence of public opinion on personal decision-making and government policy on public issues.
- c. Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.
- d. Explain how to contact elected and appointed leaders in state and local governments.
- e. 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.

5.4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.

- a. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.
- b. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry to inform decision making about and action taking on public issues.
- c. 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

5.4.05 Understand the relationship between local, state, and national government.

- a. Describe how public policies are used to address issues of public concern.
- b. Distinguish between national and state governments and compare their responsibilities in the United States federal system.
- c. Explain how individuals can participate in civic affairs and political parties at the national level.
- d. Identify leaders in the national governments, including the president and selected members of Congress, and their political parties and describe how they are elected.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.4.spi.1 distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.
- 5.4.spi.2. select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).

***at Level 2, the student is able to***

- 5.4.spi.3. recognize the rights established by the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>h</sup> amendments.
- 5.4.spi.4. recognize the differences between the Tennessee State Constitution and the United States Constitution.

***at Level 3, the student is able to***

- 5.4.spi.5. differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.4.tpi.1 give an example of a conflict and solution between common good and individual rights.
- 5.4.tpi.2. identify differences between individual rights and responsibilities of American citizenship.
- 5.4.tpi.3. discuss how America's leaders come to reach thoughtful decisions by identifying goals, exploring actions, and recognizing consequences.
- 5.4.tpi.4. describe how the Declaration of Independence, the United States Constitution, and the Bill of Rights are the foundation documents of the government(s) of the United States.

***at Level 2, the student is able to***

- 5.4.tpi.5. distinguish between people put in positions of power as elected or appointed.
- 5.4.tpi.6. list rights and responsibilities of citizens at the local, state, and national level.
- 5.4.tpi.7. explain the role of voting in the democratic process and how this has changed the post Civil War Era.
- 5.4.tpi.8. practice the voting process by participating in a class or school election.
- 5.4.tpi.9. create a proposal and trace the steps of making it into law.

***at Level 3, the student is able to***

- 5.4.tpi.10. organize a letter writing campaign to elected officials to champion a needed cause;
- 5.4.tpi.11. explain the rights of minorities in the democratic process and the right to dissent.

- 5.4.tpi.12. research and evaluate selected court cases of the 20<sup>th</sup> century to illustrate due process.

## **History**

### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

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

- 5.01 Understand the causes, course, and consequences of the Civil War.
- 5.02 Understand the plans and policies for Reconstruction and subsequent successes and failures.

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

- 5.03 Understand the development of Industrial America.
- 5.04 Understand the acquisition of territory to the United States.

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

- 5.05 Discuss how various groups addressed the problems of industrial capitalism, urbanization, and political corruption.
- 5.06 Understand the changing role of the United States in world affairs.
- 5.07 Understand the changing role of the United States between World War I and the Great Depression.

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

- 5.08 Understand society in America during the Great Depression.
- 5.09 Understand America's role during World War II.

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

- 5.10 Understand the economic growth and social transformation of post WWII.
- 5.11 Understand how the Cold War influenced domestic and international politics.
- 5.12 Understand domestic policies in the post World War II period.

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

- 5.13 Understand developments in foreign policy and domestic policies between the Nixon and Clinton presidencies.
- 5.14 Understand economic, social, and cultural developments in the contemporary United States.

## **Accomplishments**

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

5.5.01 Understand the causes, course, and consequences of the Civil War.

- a. Identify the locations of the southern and northern states.
- b. Identify the advantages and disadvantages of northern and southern economic resources.
- c. Identify similar and different northern and southern social and cultural customs.
- d. Identify sectional interests that led to the Civil War.
- e. Describe the role of Tennessee in the Civil War
- f. Chart the course of major events throughout the Civil War.

5.5.02 Understand the plans and policies for Reconstruction and subsequent successes and failures.

- a. Identify components of the various plans for Reconstruction.
- b. Evaluate the successes and failures of Reconstruction plans.
- c. Decide the reasons for successes and failures of the various plans.
- d. Assess the lasting impact of the Civil War and Reconstruction.

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

5.5.03 Understand the development of Industrial America.

- a. Analyze the effects of immigration, migration, and resources on the economic development and growth of the United States.
- b. Identify individual leaders of business and industry.
- c. Explain how industry and mechanization changed ways of life in America and Tennessee.
- d. Understand the rise of the American labor movement.

5.5.04 Understand the acquisition of territory to the United States.

- a. Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.
- b. Assess the resistance of various groups to United States expansion.
- c. Describe the people, lifestyles, and liberties in the American West.

- d. Trace the growth and necessity of the Chinese in the American West.

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

5.5.05 Discuss how various groups addressed the problems of industrial capitalism, urbanization, *and political corruption*.

- a. Identify various Progressive reform efforts and their leaders.
- b. Explain how rural areas and urban centers changed as a result of immigration and migration.

5.5.06 Understand the changing role of the United States in world affairs.

- a. Identify areas in the world where the United States participated in diplomatic affairs and armed conflict.
- b. Explain the causes of the Spanish American War and World War I.
- c. Identify contributions of Tennessee natives such as Alvin York and Ida B. Wells.

5.5.07 Understand the changing role of the United States between World War I and the Great Depression.

- a. Explain how American life changed dramatically due to the economy, technology, and ecological disasters.
- b. Describe American life in the 1920's including the impact of Constitutional amendments.
- c. Explain the significance of the Harlem Renaissance.
- d. Explain Tennessee's role in the women's suffrage movement.

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

5.5.08 Understand society in America during the Great Depression.

- a. Explain the events that led to the Great Depression.
- b. Describe how the Great Depression affected American society as a whole.
- c. Explain how Americans addressed the social and economic problems brought on by the Great Depression.
- d. Describe how the Tennessee Valley Authority impacted life in Tennessee.

5.5.09 Understand America's role during World War II.

- a. Describe the political and economic events that led to World War II.
- b. Identify the significance of Pearl Harbor, D-Day, and Hiroshima.
- c. Identify Tennessee's involvement and the contributions of Tennessee natives such as Cordell Hull to the war effort.
- d. Explain the political and economic effects of World War II on Europe and the United States.

- e. Explain the social effects of World War II on American life.
- f. Describe Japanese American internment and its conflict with American ideals.

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

5.5.10 Understand the economic growth and social transformation of post WWII.

- a. Explain how the American economy changed after World War II.
- b. Describe the influences of World War II on American society.

5.5.11 Understand how the Cold War influenced domestic and international politics.

- a. Describe the role United Nations in international affairs.
- b. Explain United States' involvement in Korea and Vietnam.
- c. Describe the Soviet and American relationship during the Cold War.

5.5.12 understand domestic policies in the post World War II period.

- a. Identify major political events of the presidential administrations during the Cold War.
- b. Explain why the United States became involved in the space race.
- c. Describe the struggle for racial and gender equality.
- d. Explain Brown V. Board of Education and its importance of to the Civil Rights Movement.
- e. Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez.
- f. Describe Tennessee's involvement during the Civil Rights movement.

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

5.5.13 Understand developments in foreign policy and domestic policies between the Nixon and Clinton presidencies.

- a. Explain how Watergate impacted the Nixon administration and Americans.
- b. Describe the changing relationships between the United States and foreign countries.
- c. Explain the significance of the Iran crisis.
- d. Describe political and geographic changes in Europe following the fall of the Soviet Union.
- e. Describe the growing impact of the media on public opinion.

5.5.14 Understand economic, social, and cultural developments in the contemporary United States.

- a. Explain the effect of the computer on contemporary life in America.
- b. Describe global environmental issues.

- c. Describe the contributions of Tennesseans to the arts.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.5.spi.1. 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 manmade resources).
- 5.5.spi.2. 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).

***at Level 2, the student is able to***

- 5.5.spi.3. interpret timelines that depict major historical post-Civil War events.
- 5.5.spi.4. recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
- 5.5.spi.5. interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).
- 5.5.spi.6. determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, lack of revenue).

***at Level 3, the student is able to***

- 5.5.spi.7. interpret a primary reading sample.
- 5.5.spi.8. recognize examples of how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.5.tpi.1. recognize continuity and change in the history of Tennessee, the United States, and the world.
- 5.5.tpi.2. give examples of industrial capitalization, urbanization, and political corruption and its reform efforts.

- 5.5.tpi.3. identify involvement of Tennessee natives in World War I (i.e., Admiral Albert Gleaves, Admiral William Caperton, and Sergeant Alvin York).

***at Level 2, the student is able to***

- 5.5.tpi.4. compare and contrast how life in Tennessee changed as a result of the Tennessee Valley Authority.
- 5.5.tpi.5. publish a class magazine showing how industry and mechanization changed American life from 1870-1900.
- 5.5.tpi.6. distinguish fact from fiction by examining documentary sources.
- 5.5.tpi.7. analyze primary sources not limited to but including artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems to make generalizations about events and life in United States history since 1865.

***at Level 3, the student is able to***

- 5.5.tpi.8. trace the rise of the American Labor movement.
- 5.5.tpi.9. decide what role the United States should play in international affairs.
- 5.5.tpi.10. draw conclusions about past and present life in Tennessee and the United States based on relevant data derived from a variety of sources.
- 5.5.tpi.11. evaluate the role of media and technology in the life of the informed citizen.

**Individuals, Groups, and Interactions**

**Content Standard: 6.0**

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.

**Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.
- 6.02 Understand how groups can impact change at the local, state, and national level.

**Accomplishments**

5.6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.

- a. Identify and describe examples of tension between an individual's beliefs, government policies, and laws.

- b. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
- c. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.

5.6.02 Understand how groups can create change at the local, state, and national level.

- a. Give examples of the role of institutions in furthering both continuity and change.
- b. Identify examples of institutions and describe the interactions of people with institutions.
- c. Analyze the role of individuals and groups in elections.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 5.6.spi.1. recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Addams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).

***at Level 2, the student is able to***

- 5.6.spi.2. use tools of social science inquiry such as surveys, statistics, maps, and documents.

***at Level 3, the student is able to***

- 5.6.spi.3. recognize situations requiring conflict resolution.

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 5.6.tpi.1. recognize the interdependence of all America's people by researching an issue that involves several American communities.
- 5.6.tpi.2. explain the development of the United States as a nation to include the struggles and the accomplishments of individuals and groups.
- 5.6.tpi.3. examine patterns of behavior, reflecting values, and attributes that contribute to cross cultural understanding.
- 5.6.tpi.4. explain how individuals, groups, and nations interact through conflict, cooperation, and interdependence.

***at Level 2, the student is able to***

- 5.6.tpi.5. use tools of social science inquiry such as surveys, statistics, maps, and documents.
- 5.6.tpi.6. analyze the role that institutions have upon American society (e.g., universities, philanthropic organizations, religious institutions).
- 5.6.tpi.7. illustrate how conflicts occur between an individual and or communities' beliefs, systems, traditions, government policies and law.
- 5.6.tpi.8. describe the responsibilities that individuals have both to themselves and to the groups to which they belong; and give examples of how these responsibilities may sometimes be in conflict.

***at Level 3, the student is able to***

- 5.6.tpi.9. assess the role and status of individuals and groups in Tennessee and the United States.
- 5.6.tpi.10. identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.
- 5.6.tpi.11. research the women's rights movement, social reform, and science to demonstrate the impact of these movements on today's society.