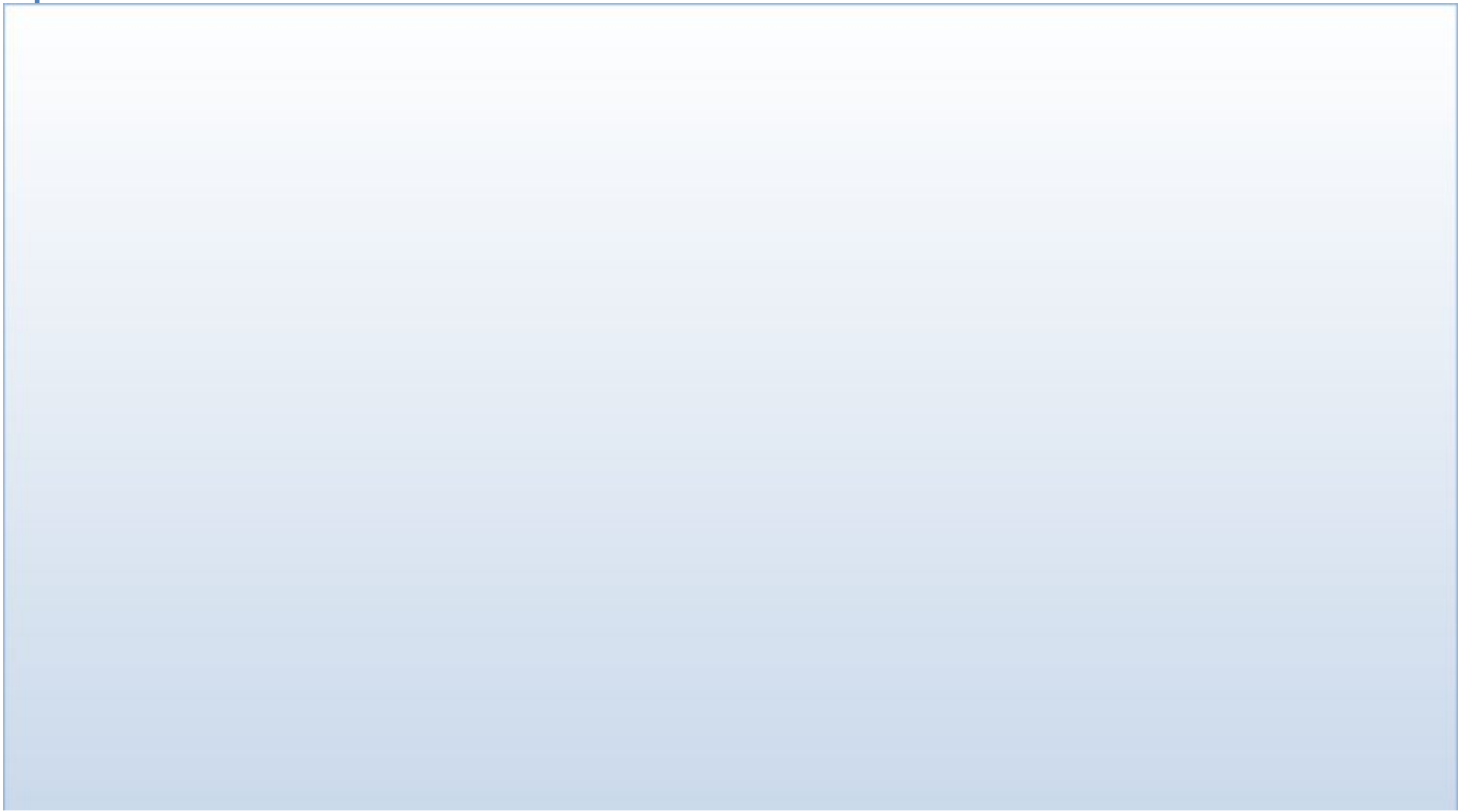


Cleveland City Schools

Elementary Standards Aligned Report Card



Social Studies

Rubrics

Fifth Grade Social Studies Standards

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)				
5.01 Explain the need for the South’s move toward industrialization after the Civil War.	Explain the need for the South’s move toward industrialization after the Civil War.	With limited support explain the need for the South’s move toward industrialization after the Civil War.	Inconsistently explain the need for the South’s move toward industrialization after the Civil War.	Unable to explain the need for the South’s move toward industrialization after the Civil War.
5.02 Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.	Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.	With limited support Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.	Inconsistently examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.	Unable to examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.
5.03 Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).	Analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).	With limited support analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).	Inconsistently analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).	Unable to analyze the ideas and events of the Gilded Age, including economic disparity (e.g., mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).
5.04 Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	With limited support explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	Inconsistently explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.	Unable to explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.
5.05 Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.	Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.	With limited support examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.	Inconsistently examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.	Unable to examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
5.06 Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.	Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.	With limited support examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.	Inconsistently examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.	Unable to examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.
5.07 Analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism	Analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism	With limited support analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism	Inconsistently analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism	Unable to analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism
5.08 Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.	Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.	With limited support describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.	Inconsistently describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.	Unable to describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.
5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws. World War I and Between the Wars (1920s-1940s)	Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.	With limited support analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.	Inconsistently analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.	Unable to analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1-Below
World War I and Between the Wars (1920s-1940s)				
5.10 Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	With limited support summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	Inconsistently summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.	Unable to summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.
5.11 Identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany	Identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany	With limited support identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany	Inconsistently identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany	Unable to identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia • Germany
5.12 Describe the impact of U.S. involvement on World War I.	Describe the impact of U.S. involvement on World War I.	With limited support describe the impact of U.S. involvement on World War I.	Inconsistently describe the impact of U.S. involvement on World War I.	Unable to describe the impact of U.S. involvement on World War I.
5.13 Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.	Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.	With limited support explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.	Inconsistently explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.	Unable to explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.
5.14 Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	With limited support examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	Inconsistently examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance	Unable to examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1-Below
5.15 Identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens	Identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens	With limited support identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens	Inconsistently identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens	Unable to identify the causes of the Great Depression, President Herbert Hoover's role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens
5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	With limited support describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	Inconsistently describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.	Unable to describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.
World War II (1930s-1940s)				
5.17 Explain the structures and goals of the governments in Germany and Japan in the 1930s.	Explain the structures and goals of the governments in Germany and Japan in the 1930s.	With limited support explain the structures and goals of the governments in Germany and Japan in the 1930s.	Inconsistently explain the structures and goals of the governments in Germany and Japan in the 1930s.	Unable to explain the structures and goals of the governments in Germany and Japan in the 1930s.
5.18 Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.	Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.	With limited support determine the significance of the bombing of Pearl Harbor and its impact on the U.S.	Inconsistently determine the significance of the bombing of Pearl Harbor and its impact on the U.S.	Unable to determine the significance of the bombing of Pearl Harbor and its impact on the U.S.
5.19 Identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union	Identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union	With limited support identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union	Inconsistently identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union	Unable to identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	2- Below
5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	With limited support examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	Inconsistently examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.	Unable to examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.
5.21 Analyze the significance of the Holocaust and its impact on the U.S	Analyze the significance of the Holocaust and its impact on the U.S	With limited support analyze the significance of the Holocaust and its impact on the U.S	Inconsistently analyze the significance of the Holocaust and its impact on the U.S	Unable to analyze the significance of the Holocaust and its impact on the U.S
Post World War II and the Civil Rights Movement (1940s-1960s)				
5.22 Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	With limited support examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	Inconsistently examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters	Unable to examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters
5.23 Examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race	Examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race	With limited support examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race	Inconsistently examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race	Unable to examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race
5.24 Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-61028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash	Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-61028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall •	With limited support analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-61028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash	Inconsistently analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-61028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash	Unable to analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-61028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood

	Freedom Riders and Diane Nash			Marshall • Freedom Riders and Diane Nash
Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1-Below
5.25 Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	With limited support explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	Inconsistently explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.	Unable to explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.
Tennessee Prior to Statehood (pre-1796)				
5.26 Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	With limited support explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	Inconsistently explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.	Unable to explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.
5.27 Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	With limited support identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	Inconsistently identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).	Unable to identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).
5.28 Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	With limited support identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	Inconsistently identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.	Unable to identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.
5.29 Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region	Explain how the Cumberland Gap and Wilderness Road influenced migration into the	With limited support explain how the Cumberland Gap and Wilderness Road influenced migration into the	Inconsistently explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee	Unable to explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee

following the Proclamation of 1763.	Tennessee region following the Proclamation of 1763.	Tennessee region following the Proclamation of 1763.	region following the Proclamation of 1763.	region following the Proclamation of 1763.
Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	3- Below
5.30 Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	With limited support explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	Inconsistently explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.	Unable to explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward.
5.31 Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.	Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.	With limited support describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.	Inconsistently describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.	Unable to describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.
5.32 Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	With limited support explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	Inconsistently explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.	Unable to explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.
5.33 Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.	Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.	With limited support identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.	Inconsistently identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.	Unable to identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.
5.34 Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood	Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood	With limited support locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood	Inconsistently locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood	Unable to locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee’s statehood

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1-Below
5.35 Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-61028)	Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-61028)	With limited support describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-61028)	Inconsistently describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-61028)	Unable to describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-61028)
Statehood and Early Tennessee History (1796-1849)				
5.36 Identify the year Tennessee became a state, its first governor, and the original capital.	Identify the year Tennessee became a state, its first governor, and the original capital.	With limited support identify the year Tennessee became a state, its first governor, and the original capital.	Inconsistently identify the year Tennessee became a state, its first governor, and the original capital.	Unable to identify the year Tennessee became a state, its first governor, and the original capital.
5.37 Describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	Describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	With limited support describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	Inconsistently describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.	Unable to describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.
5.38 Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	With limited support analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	Inconsistently analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.	Unable to analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.
5.39 Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	With limited support explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	Inconsistently explain how the western boundary of Tennessee was expanded with the Jackson Purchase.	Unable to explain how the western boundary of Tennessee was expanded with the Jackson Purchase.

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
5.40 Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)	Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)	With limited support identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)	Inconsistently identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)	Unable to identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)
Tennessee in the Civil War Era (1850s-1900)				
5.41 Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.	Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.	With limited support examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.	Inconsistently examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.	Unable to examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.
5.42 Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville	Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville	With limited support describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville	Inconsistently describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville	Unable to describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville
5.43 Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)	Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)	With limited support explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)	Inconsistently explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)	Unable to explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
5.44 Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)	Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)	With limited support explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)	Inconsistently explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)	Unable to explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)
5.45 Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)	Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)	With limited support identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)	Inconsistently identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)	Unable to identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)
5.46 Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)	Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)	With limited support explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)	Inconsistently explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)	Unable to explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)
Tennessee in the 20th Century (1900-present)				
5.47 Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	With limited support identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	Inconsistently identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.	Unable to identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.
5.48 Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	With limited support describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	Inconsistently describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).	Unable to describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).

		Authority and Civilian Conservation Corps).	and Civilian Conservation Corps).	
Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
5.49 Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	With limited support describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	Inconsistently describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).	Unable to describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).
5.50 Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve	Identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve	With limited support identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve	Inconsistently identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve	Unable to identify Tennessee’s significant contributions to the Civil Rights Movement, including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve
5.51 Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)	Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)	With limited support discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)	Inconsistently discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)	Unable to discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio)

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1- Below
5.52 Identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey • Dolly Parton	Identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey • Dolly Parton	With limited support identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey • Dolly Parton	Inconsistently identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey • Dolly Parton	Unable to identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey • Dolly Parton
5.53 Compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)	Compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)	With limited support compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)	Inconsistently compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)	Unable to compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)
5.54 Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives	Describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives	With limited support describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives	Inconsistently describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives	Unable to describe the structure of Tennessee’s government, including the role of each of the three branches, the governor, and state representatives