



**LAKELAND BOARD OF EDUCATION
BUSINESS MEETING AGENDA
Monday, August 11, 2025, 5:45 PM
Lakeland City Hall / Board Room
10001 Highway 70
Lakeland, TN 38002**

- I. **CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG**
- II. **ROLL CALL**
- III. **CHAIR'S WELCOME**
- IV. **PUBLIC COMMENT (Limited to two (2) minutes per speaker.)**
- V. **REPORTS**
 - 1. Legislative Liaison Update
 - 2. Superintendent's Report
 - 3. Monthly Financial Summary
 - June 2025
- VI. **APPROVAL OF AGENDA**
- VII. **CONSENT AGENDA**
 - 1. Approval of Meeting Minutes: July 14, 2025 - Business Meeting
 - 2. Approval of Update to 25-26 School Fees List
 - 3. Approval of Update to Extracurricular Activities and Clubs
 - 4. Approval of Update to Policy 2.805 - Purchasing
 - 5. Approval of Update to Policy 2.806 - Bids and Quotations
 - 6. Approval of FY 25-26 Budget Amendments (08/25)
 - 7. Update to Grades 6-8 Social Studies Curriculum
- VIII. **DISCUSSION / ACTION**
 - 1. TSBA Draft Resolutions
 - 2. Review of Board Self-Evaluation Instrument
- IX. **ANNOUNCEMENTS**
- X. **ADJOURNMENT**

LAKELAND SCHOOL SYSTEM
Expense Summary Fiscal Year
2025
Period Ending June 30, 2025

PROGRAM	2024-25 Original Budget	2024-25 Revised Budget	2024-25 FYTD Activity	Monthly Activity	Encumbered Amount	Balance	% EXPENDED	
Regular Instruction Program	16,417,333	17,097,010	15,506,875	2,339,628	0	1,590,135	91%	
Special Education Program	2,811,992	2,812,844	2,203,836	221,118	0	609,008	78%	
Vocational Education	114,511	43,818	15,066	5,198	0	28,752	34%	
Other (Bonus Pay)	989,528	989,528	823,577	61,102	0	165,950	83%	
School Security	65,193	62,693	55,468	5,812	0	7,225	88%	
Health Services	393,978	397,786	362,027	20,460	0	35,759	91%	
Other Student Support	1,065,045	1,030,045	946,400	90,527	0	83,645	92%	
Regular Instruction Program Support	866,934	841,934	721,773	74,949	0	120,161	86%	
Special Education Program Support	453,750	483,750	469,715	49,811	0	14,035	97%	
Technology	850,113	863,113	724,619	94,516	0	138,494	84%	
Board of Education	747,988	747,988	732,569	21,221	0	15,419	98%	
Office of the Superintendent	405,935	405,935	386,392	43,302	0	19,543	95%	
Office of the Principal	2,042,010	2,064,523	1,871,467	160,516	0	193,057	91%	
Fiscal Services	436,589	498,589	391,101	22,881	0	107,488	78%	
Human Services/Personnel	381,196	381,196	335,982	22,725	0	45,213	88%	
Operation of Plant	1,828,031	1,808,484	1,516,471	177,385	0	292,014	84%	
Maintenance of Plant	644,313	644,313	642,000	60,510	0	2,313	100%	
Transportation	902,500	1,035,693	1,034,517	107,728	0	1,176	100%	
Food Service - Summer Camp	0	25,789	21,248	5,947	0	4,541	82%	
Regular Capital Outlay	0	67,000	2,858	2,858	0	64,143	4%	
Transfers Out	3,000,000	3,500,000	3,500,000	0	0	0	100%	
General Purpose Fund Subtotal	34,416,935	35,802,028	32,263,959	3,588,194	0	3,538,069	90%	
Federal Projects Regular Instruction	240,559	221,502	209,716	17,222	0	11,787	95%	
Federal Projects Special Education	253,220	271,649	246,442	24,626	0	25,207	91%	
Federal Programs Innovative Schools	447,485	287,188	107,196	3,705	0	179,992	37%	
Federal Projects Other Student	57,086	60,365	58,893	1,579	0	1,472	98%	
Federal Projects Regular Instruction	60,084	50,902	45,812	1,389	0	5,089	90%	
Federal Projects Special Education	151,422	211,522	186,941	12,169	0	24,581	88%	
Federal Projects Vocational	5,000	7,809	2,809	0	0	5,000	36%	
Federal Programs Technology	9,602	6,777	6,662	0	0	115	98%	
Federal Programs Operation of Plant	7,500	5,800	0	0	0	5,800	0%	
Food Service	1,031,988	1,323,167	998,909	29,608	0	324,258	75%	
State Grants	85,734	120,443	123,378	14,862	0	-2,935	102%	
Before/After School Program	280,000	280,000	220,139	6,579	0	59,861	79%	
Education Capital Projects	4,015,527	5,051,054	4,685,456	354,262	0	365,598	93%	
GRAND TOTAL:	41,062,143	43,700,206	39,156,313	4,054,195	0	4,543,893	90%	



LAKELAND BOARD OF EDUCATION

BUSINESS MEETING MINUTES

Monday, July 14, 2025, 5:45 PM

Lakeland City Hall / Board Room
10001 Highway 70
Lakeland, TN 38002

I. CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG

With a quorum present, the meeting was called to order on Monday, July 14, 2025, at 5:45 PM, by Chair Laura Harrison. Laura Harrison led a moment of silence and led the Pledge to the Flag.

Attendance Taken at 5:45 PM.

Deborah Thomas: Present

Keith Acton: Present

Michelle Childs: Present

Laura Harrison (Chair): Present

Jeremy Burnett (Vice-Chair): Present

II. ROLL CALL

III. CHAIR'S WELCOME

IV. PUBLIC COMMENT (Limited to two (2) minutes per speaker.)

No comments.

V. REPORTS

1. Legislative Liaison Update

Legislative Representative Michelle Childs stated that no report was available as the General Assembly was not in session.

2. Superintendent's Report

Superintendent Horrell reported on various administrative items:

- Preparing for upcoming school year
- LES Outdoor Pavilion construction update

3. Monthly Financial Summary

- May 2025



LAKELAND BOARD OF EDUCATION

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VI. APPROVAL OF AGENDA

Keith Acton moved to move the following to the Consent Agenda, seconded by Jeremy Burnett (Vice Chair). **Approved without objection.**

- Approval of FY 25-26 Budget Amendments (07/25)
- Approval of 2025-2026 Annual Agenda
- Approval of 25-26 Bullying Compliance Report
- Approval of 25-26 AI Policy Enforcement Report

When question was called, agenda was approved as amended.

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

VII. DISCUSSION / ACTION

1. Contract for Superintendent Dr. W. Edward Horrell, III

Laura Harrison (Chair) moved to approve the contract for Superintendent Dr. W. Edward Horrell, III as presented, seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

VIII. CONSENT AGENDA



LAKELAND BOARD OF EDUCATION

BUSINESS MEETING MINUTES

Monday, July 14, 2025, 5:45 PM

**Lakeland City Hall / Board Room
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- 1. Approval of Meeting Minutes: Business Meeting - June 9, 2025**
- 2. Approval of Policy 1.1021 - Student Board Member**
- 3. Approval of Update to Policy 1.407 - School District Records**
- 4. Approval of Update to Policy 2.403 - Surplus Property Sales**
- 5. Approval of Update to Policy 3.202 - Emergency Preparedness Plan**
- 6. Approval of Update to Policy 3.204 - Threat Assessment Team**
- 7. Approval of Update to Policy 4.100 - Instructional Goals**
- 8. Approval of Update to Policy 4.212 - Virtual Education Program**
- 9. Approval of Update to Policy 4.301 - Interscholastic Athletics**
- 10. Approval of Update to Policy 4.403 - Library Materials**
- 11. Approval of Update to Policy 4.406 - Use of the Internet**
- 12. Approval of Update to Policy 4.601 - Reporting Student Progress**
- 13. Approval of Update to Policy 5.119 - Employment of Retirees**
- 14. Approval of Update to Policy 5.305 - Family & Medical Leave**
- 15. Approval of Update to Policy 5.500 - Discrimination/Harassment of Employees
(Sexual, Racial, Ethnic, Religious)**
- 16. Approval of Update to Policy 5.701 - Substitute Teachers**
- 17. Approval of Update to Policy 6.200 - Attendance**
- 18. Approval of Update to Policy 6.2062 - Enrollment of the Children of Employees**
- 19. Approval of Update to Policy 6.303 - Interrogations and Searches**
- 20. Approval of Update to Policy 6.304 - Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation**
- 21. Approval of Update to Policy 6.312 - Use of Personal Communication Devices and
Electronic Devices**
- 22. Approval of Update to Policy 6.411 - Student Wellness**
- 23. Approval of Update to Policy 6.600 - Student Records**



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- 24. Approval of Update to 25-26 Protected Reading List**
- 25. Approval of SY25-26 Agreement to Administer the School Nutrition Program**
- 26. Approval of Update to 25-26 School Fees List**
- 27. Approval of Update to Extracurricular Activities and Clubs**
- 28. Approval of 2025-2026 Professional Development Plan**
- 29. Approval of FY 25-26 Budget Amendments (07/25)**
- 30. Approval of 2025-2026 Annual Agenda**
- 31. Approval of 25-26 Bullying Compliance Report**
- 32. Approval of 25-26 AI Policy Enforcement Report**

Jeremy Burnett (Vice Chair) moved to approve the items on the Consent Agenda as presented, seconded by Keith Acton. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

IX. DISCUSSION / ACTION

- 1. LSS Resolution 2025 / 07-01: A Resolution Directing the Superintendent to Terminate the Interlocal Agreement with Arlington Community Schools Relating to the Enrollment of Lakeland Students at Arlington High School**

Jeremy Burnett (Vice Chair) moved to bring the Resolution 2025/07-01 to the floor for discussion, seconded by Keith Acton.

When the question was called, Resolution 2025/07-01: A Resolution Directing the Superintendent to Terminate the Interlocal Agreement with Arlington Community Schools Relating to the Enrollment of Lakeland Students at Arlington High School was approved as presented.



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Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

2. Approval of Policy 4.303 - Athletic/Activity Letters

Jeremy Burnett (Vice Chair) moved to bring Policy 4.303 - Athletic/Activity Letters to the floor for discussion, seconded by Keith Acton.

Keith Acton moved to table Discussion/Action item, Policy 4.303 - Athletic/Activity Letters to the August 2025 meeting.

Without objection Discussion/Action on Policy 4.303 - Athletic/Activity Letters was taken. **Voice vote, all in favor.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Thomas: Aye

X. ANNOUNCEMENTS

XI. ADJOURNMENT

There being no other business on which to take action, Keith Acton moved to adjourn the meeting, seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye



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Harrison (Chair): Aye

Thomas: Aye

**The meeting was adjourned at 05:59 PM on Monday, July 14, 2025.
These minutes were approved on Monday, August 11, 2025.**

Laura Harrison, Chair

ATTEST:

Dr. Ted Horrell, Superintendent Summer Smith, Board Secretary



Approved 07/14/25
Changes Proposed on 08/11/25

Lakeland School System Fees List

REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Elementary	\$5	Art Club Fee	Art Club
Lakeland Elementary	Not to exceed \$300	Camp Invention Fee	Camp Invention
Lakeland Elementary	Not to exceed \$150	Chess Club Fee	Chess Club
Lakeland Elementary	\$150	Drama Camp Fee	Drama Camp
Lakeland Elementary	Not to exceed \$75	Drama Club Fee	Drama Club
Lakeland Elementary	Not to exceed \$100	Kindergarten Camp Fee	Kindergarten Camp
Lakeland Elementary	Not to exceed \$200	Lego Club Fee	Lego Club
Lakeland Elementary	Not to exceed \$75	Memphis Youth Athletics	Cross Country
Lakeland Preparatory	\$40	5th Grade Choir Club	5th Grade Choir
Lakeland Preparatory	Not to Exceed \$100	5-6 Winter Musical Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed \$50	5-6 Winter Musical Crew Fee	Theatre
Lakeland Preparatory	Not to Exceed \$100	7-10 Fall Production Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed \$50	7-10 Fall Production Crew Fee	Theatre
Lakeland Preparatory	Not to Exceed \$150	7-10 Spring Production Cast Fee	Theatre
Lakeland Preparatory	Not to Exceed \$50	7-10 Spring Production Crew Fee	Theatre
Lakeland Preparatory	Not to exceed \$400	Baseball Fee	Baseball
Lakeland Preparatory	Not to exceed \$600	Baseball Fee	Baseball
Lakeland Preparatory	Not to exceed \$1000	Basketball Cheerleading Fee	Basketball Cheer
Lakeland Preparatory	\$21	Battle of the Books Fee	Battle of the Books
Lakeland Preparatory	Not to exceed \$300	Bowling Fee	Bowling
Lakeland Preparatory	Not to exceed \$375	Boys Basketball Fee	Boys Basketball
Lakeland Preparatory	Not to exceed \$400	Boys Lacrosse Fee	Boys Lacrosse
Lakeland Preparatory	Not to exceed \$550	Boys Soccer Fee	Boys Soccer
Lakeland Preparatory	\$250	Chess Club Fee	Chess Club
Lakeland Preparatory	\$10	Club Fee	MS Science Club
Lakeland Preparatory	Not to exceed \$4500	Competitive Cheerleading Fee	Competitive Cheer



Approved 07/14/25
Changes Proposed on 08/11/25

Lakeland School System Fees List

REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to exceed \$225	Cross Country Fee	Cross Country
Lakeland Preparatory	Not to exceed \$20	DECA Membership	CTE Student Organization (Entrepreneurship)
Lakeland Preparatory	Not to exceed \$30	DECA Membership	CTE Student Organization (Entrepreneurship)
Lakeland Preparatory	Not to exceed \$50	Events Sponsored by WTVMEA (All West, Choral Festival, Workshops)	Honor Choir
Lakeland Preparatory	\$250	Fall Tennis Fee	Tennis
Lakeland Preparatory	Not to exceed \$375	Football Fee	Football
Lakeland Preparatory	\$40	Gardening Club Fee	Gardening Club
Lakeland Preparatory	Not to exceed \$375	Girls Basketball Fee	Girls Basketball
Lakeland Preparatory	Not to exceed \$400	Girls Lacrosse Fee	Girls Lacrosse
Lakeland Preparatory	Not to exceed \$550	Girls Soccer Fee	Girls Soccer
Lakeland Preparatory	Not to exceed \$250	Golf Fee	Golf
Lakeland Preparatory	\$14	HOSA Membership Fee	CTE Student Organization (Health Sciences)
Lakeland Preparatory	Not to exceed \$60	International Thespian Society (High School)	Theatre
Lakeland Preparatory	\$20	Jazz Band Fee	Band
Lakeland Preparatory	Not to exceed \$30	Jr International Thespian Society (Middle School)	Theatre
Lakeland Preparatory	\$35	Junior Beta Club Membership Fee	Junior Beta Club
Lakeland Preparatory	Not to exceed \$50	Knowledge Bowl Team Fees	Knowledge Bowl Club
Lakeland Preparatory	\$40	Local Membership Fee	American Chemical Society
Lakeland Preparatory	Not to exceed \$550	Marching Band and Color Guard Fee	High School Band and Color Guard
Lakeland Preparatory	\$5	National Elementary Honor Society Dues	NEHS
Lakeland Preparatory	Not to exceed \$70	National Honor Society Membership Fee	NHS
Lakeland Preparatory	\$15	National Junior Honor Society Dues	NEJS
Lakeland Preparatory	Not to exceed \$45	National Technical Honor Society	NTHS
Lakeland Preparatory	Not to exceed \$2000	Non-Curricular Field Trips	Various
Lakeland Preparatory	\$50	Parking Fee	Administrative



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Changes Proposed on 08/11/25

Lakeland School System Fees List

REQUIRED FEES FOR 2025-26

School	Required Fee	Purpose	Activity / Program
Lakeland Preparatory	Not to exceed \$100	Perennial Math Club	Perennial Math Club
Lakeland Preparatory	Not to exceed \$25	PSAT Exam Fee	PSAT Test
Lakeland Preparatory	Not to exceed \$275	Robotics Competition Fees	Robotics Club
Lakeland Preparatory	\$125	Senior Activity Fee	Senior Activities
Lakeland Preparatory	Not to exceed \$75	Senior Banner Fee	Various
Lakeland Preparatory	\$50	Senior Parking Painting	Senior Activities
Lakeland Preparatory	Not to exceed \$20	Skills USA Membership	CTE Student Organization (Criminal Justice)
Lakeland Preparatory	Not to exceed \$400	Softball Fee	Softball
Lakeland Preparatory	Not to exceed \$40	Spanish Honor Society	Sociedad Honoraria Hispanica
Lakeland Preparatory	\$100	Spring Production Cast Fee	Theatre
Lakeland Preparatory	Not to exceed \$300	Spring Tennis Fee	Tennis
Lakeland Preparatory	No to exceed \$50	Student Council HS	Student government
Lakeland Preparatory	Not to exceed \$300	Swimming Club Fee	Swim Club
Lakeland Preparatory	Not to exceed \$250	Track & Field Fee	Track & Field
Lakeland Preparatory	Not to exceed \$10	Tri-M	Tri-M
Lakeland Preparatory	Not to exceed \$20	TSA Membership	CTE Student Organization (STEM and A/V Production)
Lakeland Preparatory	Not to exceed \$600	Volleyball Fee	Volleyball
Lakeland Preparatory	Not to exceed \$325	Winter Guard Fee	Winter Guard
Lakeland Preparatory	Not to exceed \$300	Wrestling Fee	Wrestling
Lakeland Preparatory	Not to exceed \$60	Ceramics Club	Ceramics Club



Approved 05/12/25
Changes Proposed on 07/14/25

Lakeland School System Fees List

REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Elementary	\$10	4th Grade Recorder Fee	Music
Lakeland Elementary	Not to exceed \$10	Class T-Shirt Fee	School-wide
Lakeland Elementary	Not to exceed \$288	Chromebook Repair Fee	School-Wide
Lakeland Elementary	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Elementary	\$99	Damaged iPad Fee	School-Wide
Lakeland Elementary	Not to exceed \$50	School Day Field Trips	Varied
Lakeland Elementary	\$30	Technology Fee	School-wide
Lakeland Preparatory	\$200	½ Credit Per Session Fee	Credit Recovery
Lakeland Preparatory	\$50	5 Day Art (All Grades)	Art
Lakeland Preparatory	\$20	5th Grade Art and 6th Grade MAPS Rotation Art	Art
Lakeland Preparatory	\$25	AAPPL Language Test	French
Lakeland Preparatory	\$25	AAPPL Language Test	Spanish
Lakeland Preparatory	Not to Exceed \$100	Advanced Placement (AP) Exam Fee	Various
Lakeland Preparatory	\$80	Autodesk Inventor Certification	STEM III
Lakeland Preparatory	\$75	Band Instrument Rental Fee (Summer)	MS Band / HS Concert Band
Lakeland Preparatory	\$75	Band Instrument Rental Fee Per Semester	MS Band / HS Concert Band
Lakeland Preparatory	\$75	Band Shirt and Supply Fee	MS Band / HS Concert Band
Lakeland Preparatory	\$165	Certified Clinical Medical Assistant (CCMA) Certification	CTE
Lakeland Preparatory	\$75	Choir Shirt and Supply Fee	Choir
Lakeland Preparatory	\$288	Chromebook Replacement Fee	School-Wide
Lakeland Preparatory	\$20	Course Fee	Introduction to Theatre



Approved 05/12/25
Changes Proposed on 07/14/25

Lakeland School System Fees List

REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$20	Course Fee	Acting
Lakeland Preparatory	\$20	Course Fee	Tech Theatre
Lakeland Preparatory	\$40	Course Fee	CTE Audio Visual Technology I, II, and III
Lakeland Preparatory	\$20	Course Fee	Middle School Theatre Courses
Lakeland Preparatory	\$20	Course Fee	Production Workshop
Lakeland Preparatory	\$25	Course Fee	Middle School STEM Courses
Lakeland Preparatory	Not to exceed \$50	Curricular Field Trips	Varied
Lakeland Preparatory	\$99	Damaged iPad Fee	School-Wide
Lakeland Preparatory	\$30	Device Case Replacement Fee	School-Wide
Lakeland Preparatory	\$45	Device Charger Replacement Fee	School-Wide
Lakeland Preparatory	\$50	Device Damage Incident Fee	School-Wide
Lakeland Preparatory	\$50	Device Protection Fee	School-wide
Lakeland Preparatory	Not to exceed \$288	Device Repair Fee	School-Wide
Lakeland Preparatory	\$40	Instructional Technology Fee	School-wide
Lakeland Preparatory	\$25	Lab fee	Chemistry
Lakeland Preparatory	\$25	Lab fee	Biology
Lakeland Preparatory	\$40	Lab Fee	AP Environmental Science
Lakeland Preparatory	\$25	Lab Fee	CTE Health Science Education
Lakeland Preparatory	\$25	Lab Fee	CTE Medical Therapeutics
Lakeland Preparatory	\$25	Lab Fee	Earth Science
Lakeland Preparatory	\$30	Lab Fee	Anatomy and Physiology



Approved 05/12/25
Changes Proposed on 07/14/25

Lakeland School System Fees List

REQUESTED FEES FOR 2025-26

School	Requested Fee	Purpose	Course
Lakeland Preparatory	\$30	Lab Fee	Physics
Lakeland Preparatory	\$40	Lab Fee	AP Biology
Lakeland Preparatory	\$40	Lab Fee	AP Chemistry
Lakeland Preparatory	\$25	Lab Fee	CTE STEM I
Lakeland Preparatory	\$25	Lab Fee	CTE STEM II
Lakeland Preparatory	\$25	Lab Fee	CTE STEM III
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Anatomy and Physiology
Lakeland Preparatory	\$40	Lab Fee	Dual Enrollment Biology
Lakeland Preparatory	\$25	Local Dual Credit Wellness Course Exam Fee	Wellness
Lakeland Preparatory	\$96	Microsoft Office Specialist Certification	CTE Entrepreneurship
Lakeland Preparatory	\$10	MS Science Lab Fee	All MS Science Courses
Lakeland Preparatory	\$32	OSHA 10 Certification Fee	CTE
Lakeland Preparatory	\$25	PE Uniform Fee	PE
Lakeland Preparatory	Not to exceed \$60	Pre-Engineering and Robotics Certification	STEM II
Lakeland Preparatory	\$10	Recorder Fee	Music (5th Grade)
Lakeland Preparatory	\$75	Strings Instrument Rental Fee Per Semester	Strings
Lakeland Preparatory	\$75	Strings Shirt and Supply Fee	Strings



25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Junior Beta Club	6th, 7th, 8th	National Beta Club is the largest independent, non-profit, educational youth organization in America. And for more than 80 years, it has prepared today's students to be tomorrow's leaders. The National Beta Club is an organization for 4th through 12th grade students in the United States. Its purpose is "to promote the ideals of academic achievement, character, leadership and service among elementary and secondary school students."
Art Club	5th, 6th, 7th, 8th	*These clubs may be combined or may stay separate. 5th-6th Grade Art Club will be tailored to students who want to dive a little deeper in the art making process. Students will be focusing on an artist and creating artwork that is inspired by that artist. Students involved in art classes should apply. Art Club will meet once a week for a 4-5 week period during the second semester. 7th-8th Grade Art Club will include (but is not limited to) creating banners, posters, etc. for school events. They will also be involved in creating art for the plays. Students will be required to have a high level of artistic skills and be self motivated to complete projects. Art Club will meet periodically throughout the year.
Chess Club	5th, 6th, 7th, 8th	Students learn and play chess! FOUNDERS OF MID-SOUTH CHESS are International Grandmaster Alex Stripunsky, a competitive player and premier chess instructor dedicated to spreading quality chess in the Mid-South, and International Master Jake Kleiman, a native Memphian and Phi Beta Kappa Rhodes College graduate recognized as one of the top players in the country. MID-SOUTH CHESS INSTRUCTORS are college students and recent graduates who must exhibit chess ability, skill, enthusiasm, play actively, possess communicative-child friendly skills and fine moral character. Our instruction has spanned 21 years in Memphis and includes coaching elementary, middle, and high school students, camps, tournaments, seminars, and simultaneous chess exhibitions.
Drama Club - Soon to be Thespian Troupe	5th, 6th, 7th, 8th	Jr. Thespian and Thespian Troupe 10902 - Lakeland Preparatory School - Commitment to theatre is what the International Thespian Society is all about. The Society was established in 1929 by a group of college and high school teachers in Fairmont, West Virginia. They named their organization for Thespis, the Greek who, according to legend, was the first actor; their guiding principle was a dedication to excellence in theatre arts in secondary schools. In the years since, the Society has grown into an international organization with more than 2.2 million members, but its goals haven't changed; the International Thespian Society still strives to make education and arts programs places for good theatre and to honor those students who do theatre well. The Society is a service as well as an honorary organization. This school year we will hold Thespian meetings, elect officers, attend the TN Thespian Conference in January and have special events. We are excited for the future of Jr. Thespian and Thespian Troupe 10902.
Jazz Band	5th, 6th, 7th, 8th	The LPS Jazz Bands will serve as an introduction to the rich history of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. Public and outside of school day performances are a requirement of the ensemble.



25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Gamers Unplugged	5th, 6th, 7th, 8th	Gamers Unplugged is a time for students to unplug from technology and have fun with their fellow classmates. Students play non-electronic card games, board games, and building games with one another. This club was funded by an LEF grant and will enter into its second year this school year. The club had 59 members last school year.
National Elementary Honor Society	5th	The National Elementary Honor Society (NEHS) provides students in Fifth Grade a place to develop and apply their passion for service, while obtaining the skills to be confident young leaders for years to come. NEHS membership is centered on recognizing students for their accomplishments while challenging and equipping them to develop further as leaders through service to their school and community. The NEHS program empowers and equips our students with the knowledge and skills to be transformative leaders in our school community and beyond.
National Junior Honor Society	6th, 7th, 8th	The National Junior Honor Society (NJHS) provides students with the opportunity to show their outstanding qualities in scholarship, character, citizenship, leadership, and service. NJHS is an honor society that meets once a month; we have guest speakers, group building exercises, and discussions about the five pillars that form the foundation of NJHS.
Spanish Club	5th, 6th, 7th, 8th	This club is for students to come and explore the diverse perspectives of the Spanish speaking world. Whether to bolster the learning taking place in Spanish class or to increase awareness and curiosity for language learning and culture, Spanish club provides a safe space for all middle school students to engage in some cultural celebrations, experience some traditional foods, play with the language, listen to guest native speakers, and understand more about what connects us all as a global community.
Student Ambassadors	5th, 6th, 7th, 8th	The LPS Student Ambassadors Program is a leadership opportunity for students who would like to represent Lakeland Preparatory School. This group of students will be dedicated to the positive promotion of our school. They will play an active role in welcoming new students, leading school tours for visitors, and helping with a variety of school-related events. Ambassadors will show leadership, good judgment, maturity, honesty, and integrity while upholding their responsibilities of being a model student.
Student Council (MS)	5th, 6th, 7th, 8th	This is an annually elected body of students serving the high school student community. It consists of 4 officer positions (President, Vice President, Secretary and Historian) and 5 representatives from each class (freshmen, sophomores, juniors, seniors). The entire council meets monthly and the executive council meets bi weekly. The group carries out a variety of events, activities and programs with the aim of fostering community and school spirit. Students may also be asked to work in tandem with faculty and administration in advising policies which affect student life.
Origami Club	5th, 6th, 7th, 8th	The Origami Club focuses on a different paper folding project each meeting, ranging from small boxes to animals. Club members may request to lead a meeting to teach the group how to create an origami project of their choice. No experience is required and all ability levels are welcome. Only students in grades 5-8 may join.



25-26 MIDDLE SCHOOL CLUBS

Club	Grades Involved	Description
Robotics Club	6th, 7th, 8th	This program will primarily focus on VEX IQ Robotic Competitions. VEX IQ is the world's largest robotics competitions for middle school students. Student's (grade 6-8) required applications will be considered and awarded final membership via teacher invitation. Selected team members will apply classroom STEM concepts, complete research, and create innovative CODING solutions to problems. Teams will also work together using a completely tool-less method of robotic assembly. This is a multi-membered team activity. Students MUST be dedicated to working both independently and collectively within their group. Members MUST also be committed to attending EVERY meeting and participating throughout their time on the team.
Kindness Club	5th, 6th, 7th, 8th	This 5 - 8 club works to highlight LPS groups, students, or teachers to spread kindness to. Typically, we create cards and goodie bags. It is a free club.
Pokemon Club	5th, 6th, 7th, 8th	This 5 - 8 club is a place for students to play the Pokémon card game. Students may leave cards with Mrs. Campbell in the morning on club days. They may show their cards during club time, but they may not have them out at school.
History Club	8th	This new club will serve as a "deeper dive" into the 8th Grade Social Studies curriculum. It will increase students' enthusiasm for American history (especially Tennessee history) through morning meetings and parent-accompanied Saturday field trips to historic sites and museums. History club students would also learn how to properly raise, lower, and fold our school's flags, assisting Student Council with flag duty when needed.
Battle of the Books	5th and 6th	Students read books and come together, usually in groups, to demonstrate their abilities and to test their knowledge of the books they have read.
LPS Community Book Club	7th and 8th	In our club students in grades 7 and 8 will participate in a book club with the faculty and staff. Students will meet twice a month. At one meeting students will write discussion questions and plan the club meeting. The second meeting of the month will be with the faculty/staff participants. At this time students will take turns asking discussion questions about the book and leading the conversations. Each month there will be a new book that is appropriate for all audiences in the club.
Lunch Time Book Club	5th-8th	The librarian will choose the books, and students will participate in reading and discussing the books during lunch usually once per week.
Science Club	6th-8th	The Science Club is a 6-8 grade club. Students will experiment with the Magic of Science at each meeting!
Perennial Math	5th-6th	Perennial Math is a math competition club. Students may participate in online competitions, on-site competitions, or virtual tournaments.



25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Knowledge Bowl	9-12	This is a high school based club which practices competitive knowledge based questions in a timed scenario. The team competes against other area high schools in local tournaments and WREG's pre-recorded, televised tournament. The team practices monthly and holds other practice rounds as necessary.
HS Student Council	9-12	This is an annually elected body of students serving the high school student community. It consists of 4 officer positions (President, Vice President, Secretary and Historian) and 5 representatives from each class (freshmen, sophomores, juniors, seniors). The entire council meets monthly and the executive council meets bi weekly. The group carries out a variety of events, activities and programs with the aim of fostering community and school spirit. Students may also be asked to work in tandem with faculty and administration in advising policies which affect student life.
BETA Club	9-12	"National Beta is committed to recognizing high academic achievement, rewarding and nurturing worthy character, fostering leadership skills and encouraging service to others."
Art Club	9-12	Art club is a chance for students who have a strong interest in art to come and create along with other like minded students. We will have different projects and pieces that will help students to understand art and its relation to the school and community. Students applying should be responsible, self motivated, and excel in the art classroom.
Robotics Club	9-12	Planning and Preparing for Robotics Competitions
Marching Band	9-12	The Marching Band is a music ensemble that meets during the summer and fall. The ensemble consists of woodwinds, brass, percussion, and a color guard. The Marching band provides entertainment at home football games, local events, and competes all over the Mid-South.
Color Guard/Winter Guard	9-12	Color guard is a part of the marching band that uses flags, dance, rifles, sabres, and other equipment to visually represent what is happening in the music. Since color guard is part of the marching band, the season begins mid-summer and continues throughout the fall. Winterguard is a group that uses choreography, dancing, staging, and equipment (flags, rifles, sabres, etc.) to interpret music. Although similar to color guard, winterguard is performed indoors without the band and occurs during the winter/spring seasons.
Emerging Bilingual Club	9-12	The Emerging Bilingual Club proposes to promote awareness, appreciation, and understanding of the people and diverse cultural productions of the languages around the world. It also proposes to contribute and encourage the study and appreciation of world languages. Finally, it proposes to foster friendly relations with other clubs and organizations, as well as the community, and to work with them to better understand diversity through cultural awareness. The Emerging Bilingual Club is composed of students in all levels or just those who are interested in diverse cultures.
Technology Community	9-12	Students will learn the importance of using graphic design and communication as a tool to keep our community informed of events and happenings within the school. Students will learn to design, edit, and proof graphics and articles as well as utilize technology to provide resources and technology tutorials to the community and school. Students will also learn the importance of digital citizenship and understand the digital footprint their interactivity with technology creates.



25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Theatre - Soon to be Thespian Troupe	9-12	Jr. Thespian and Thespian Troupe 10902 - Lakeland Preparatory School - Commitment to theatre is what the International Thespian Society is all about. The Society was established in 1929 by a group of college and high school teachers in Fairmont, West Virginia. They named their organization for Thespis, the Greek who, according to legend, was the first actor; their guiding principle was a dedication to excellence in theatre arts in secondary schools. In the years since, the Society has grown into an international organization with more than 2.2 million members, but its goals haven't changed; the International Thespian Society still strives to make education and arts programs places for good theatre and to honor those students who do theatre well. The Society is a service as well as an honorary organization. This school year we will hold Thespian meetings, elect officers, attend the TN Thespian Conference in January and have special events. We are excited for the future of Jr. Thespian and Thespian Troupe 10902.
HOSA Health Occupations Students of America	9-12	HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions. https://hosa.org/
DECA Distributive Education Clubs of America	9-12	DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. https://www.deca.org/
SkillsUSA	9-12	A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations. https://www.skillsusa.org/
TSA Technology Student Association	9-12	The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics (STEM) concepts through co-curricular activities, competitions and related programs. https://tsaweb.org/
History Club	9-12	This new club will serve as a "deeper dive" into the 8th Grade Social Studies curriculum. It will increase students' enthusiasm for American history (especially Tennessee history) through morning meetings and parent-accompanied Saturday field trips to historic sites and museums. History club students would also learn how to properly raise, lower, and fold our school's flags, assisting Student Council with flag duty when needed.
National Honor Society	10-12	The National Honor Society enshrines four pillars at its heart: Scholarship, Service, Leadership, and Character. More than mere badges of honor for NHS members, these principles are transformative keys that unlock potential, enhancing every student's educational journey, and ultimately empowering them to make profound, enduring contributions to our world.
Lunch Time Book Club	9-12	The librarian will choose the books, and students will participate in reading and discussing the books during lunch usually once per week.



25-26 HIGH SCHOOL CLUBS

Club	Grades Involved	Description
Chess Club	9-12	Students learn and play chess! FOUNDERS OF MID-SOUTH CHESS are International Grandmaster Alex Stripunsky, a competitive player and premier chess instructor dedicated to spreading quality chess in the Mid-South, and International Master Jake Kleiman, a native Memphian and Phi Beta Kappa Rhodes College graduate recognized as one of the top players in the country. MID-SOUTH CHESS INSTRUCTORS are college students and recent graduates who must exhibit chess ability, skill, enthusiasm, play actively, possess communicative-child friendly skills and fine moral character. Our instruction has spanned 21 years in Memphis and includes coaching elementary, middle, and high school students, camps, tournaments, seminars, and simultaneous chess exhibitions.
American Chemical Society	9-12	Create opportunities for students studying chemical science to become better acquainted with peers in the following ways: secure the intellectual stimulation that arises from professional association, obtain experience in preparing and presenting technical material before audiences focusing on chemistry, foster a professional spirit among the members, instill a professional pride in the chemical sciences, foster an awareness of the responsibilities and challenges of the modern chemist
Roar Corp	9-12	This group will help promote school spirit in a variety of ways!
National Technical Honor Society	10-12	National Technical Honor Society (NTHS) is the honor society for Career & Technical Education (CTE). As a national non-profit student organization, NTHS has been recognizing outstanding student achievement in CTE since 1984. Having served over 1.2 million members in secondary and postsecondary chapters across the country and beyond, NTHS continues to support the next generation of skilled workers and leaders through chapter activities built around our Core Four Objectives of career development, leadership development, service, and recognition.
Coding Club	9-12	Provide students the opportunity to learn the basics of computer coding and computer science.
Tri-M Music Honors Society	9-12	Tri-M is a Music Honor Society that will give students opportunities to perform, lead and serve LPS and the greater Lakeland community. Membership in Tri-M at LPS is contingent on the following criteria: Students must be enrolled in a music class at LPS. Students must maintain an A in their music class and a B or better in other academic areas. Students must be willing to work cooperatively both in musical endeavors and in serving the greater Lakeland community. Students must strive to demonstrate respect, responsibility, trustworthiness, fairness, caring, and citizenship.
Sociedad Honoraria Hispánica	9-12	The purpose of the SHH is to recognize high achievement in Spanish and Portuguese by students of secondary schools and to promote continuity of interest in Hispanic and Luso-Brazilian studies. The SHH is classified as a national and international academic honor society in the study of high school Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese, Inc. (AATSP)
Gardening Club	9-12	Students will learn sustainable gardening techniques, such as growing plants from grocery store produce and from cuttings.
Ceramics Club	9-12	Students will learn how to create ceramics with the utilization of pottery wheels.

Lakeland Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Purchasing	Descriptor Code: 2.805	Issued Date: 08/11/25
		Rescinds: 2.805	Issued: 04/14/25

General

Lakeland School System will follow the procurement procedures established by the Board of Commissioners of the City of Lakeland with the exception of our higher competitive bid threshold of \$50,000 and a micropurchase threshold of \$10,000. Additional quotes are not required on purchases \$1-\$9,999, three quotes are required (exceptions listed below) on purchases \$10,000-\$49,999, and competitive bidding required on purchases \$50,000 and above.

The school system will purchase competitively and seek maximum educational value for every dollar expended. Authorization to purchase shall be provided by the Board. The superintendent shall assign an individual to the role of purchasing agent for system-wide purchasing.¹ Principals shall serve as purchasing agents for individual schools.

Purchases made by anyone not authorized by the appropriate officials shall become the personal responsibility of the persons making the purchase agreement. The Board will not, under any circumstances, be responsible for payment for any materials, supplies, or services purchased by unauthorized individuals or in an un-prescribed manner.

No school shall be obligated to pay for any expenditure made by a student or a teacher or by any other employee unless he/she first receives a written purchase order from the proper office or unless prior written permission or arrangements are made with the principal.

The Board shall purchase locally whenever the conditions are comparable or when it is most practical under the circumstances.

Individual Schools

The superintendent must approve the following purchases:

1. a single piece of equipment costing more than five thousand dollars (\$ 5,000.00);
2. one that is to be attached to or one that requires alteration of the building; or
3. one that will become a permanent fixture.

Central Office²

ROUTINE PURCHASES

Routine purchases shall include expenditures for supplies, salaries, and routine expenditures required for the operation of the school system. These expenditures shall be anticipated and provided for in the budget and will normally be authorized by the Board at the beginning of the fiscal year. The

superintendent or his/her designee shall make all routine purchases without further Board authorization; however, the Board shall be promptly informed if any substantial variation from budgeted estimates occurs or becomes necessary.

SPECIAL PURCHASES

Special purchases are those which are not routine and which may or may not be specifically identified by line item in the budget. Examples of special purchases are all capital expenditures such as for vehicles, buildings, major contracts, purchases of major equipment, items for long-term use and supplies of an unusual quantity or nature. All purchases in this category shall require specifications prior Board approval. Items such as furniture, fixtures, and equipment for major construction projects may be approved as a general budget category in the capital projects budget. In its approval, the Board may place constraints on the superintendent requiring Board evaluation and/or approval at various steps in the procurement process. This will be determined by the Board on an individual basis depending on the nature of the procurement action.

EMERGENCY PURCHASES

Emergency purchases are those which are necessary to avert hazards which threaten health or safety, to protect property from damage or to avoid major disruption of educational activities. If within budgetary limits and deemed essential, emergency purchases may be made by the superintendent. However, if the purchase is of such significant magnitude as to impact on the integrity of the budget, the chairman shall call a special or emergency meeting of the Board to deal with the matter. In any event, the Board shall be advised promptly of all emergency purchases.

PURCHASING OF SURPLUS PROPERTY

The superintendent and other employees designated by the Board shall be authorized to act for the Board in acquiring federal surplus property through the Tennessee General Services Department for surplus property and in entering into agreements, certifications and covenants of compliance concerning the use of federal surplus property.

Further, the superintendent is authorized to purchase any needed items through suppliers approved on the state bid list.

COOPERATIVE PURCHASING³

The Board, at its option, will join in cooperative purchasing with other school systems to take advantage of lower prices for bulk purchasing and to reduce the cost involved in bidding whenever such buying appears to be to the benefit of the system.

ONLINE PURCHASING

The Board recognizes that online purchasing may provide opportunities for savings, but extra precaution should be used to ensure that accounting procedures are followed. Online purchasing shall be permitted with the following requirements:

1. Prior authorization must be obtained from the superintendent before setting up new online accounts, and schools shall maintain a list of accounts.
2. Online purchases must be for school purposes and made in accordance with established policies and procedures. School employees are prohibited from making personal purchases even with the intent of reimbursing the school system. School employees are prohibited from using a school's tax exempt status for personal purchases of any kind.⁴
3. The availability of money for the fund/account in question should be determined before Purchase Orders are approved.
4. All Purchase Orders must be properly filled out and approved prior to a purchase.
5. Price quotes should be obtained where possible and/or practical and retained with other purchase documentation.

PURCHASING WITH FEDERAL GRANT FUNDS

Before grant funds are obligated or expended, the superintendent or his designee shall review the cost of a proposed expenditure and determine if it is an allowable use of federal grant funds.⁵ The superintendent will minimize the time that elapses between the transfer and disbursement of funds once an expenditure is approved.

No person officially connected with or employed by the school system may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. A real or apparent conflict of interest arises when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Upon discovery of any potential conflict, the superintendent shall disclose the potential conflict to the federal awarding agency in writing.⁶

Legal References

1. [TCA 49-2-206\(b\)\(3\); TCA 6-36-115](#)
2. [Internal School Funds Manual, Section 4-8](#)
3. [TCA 12-3-1205](#)
4. [TCA 49-2-608](#)
5. [2 CFR § 200.403](#)
6. [2 CFR § 200.112](#)

Cross References

Executive Committee 1.301
Credit Cards/Credit Lines 2.8051
Purchase Orders and Contracts 2.808
Conflict of Interest 5.601

Lakeland Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Bids and Quotations	Descriptor Code: 2.806	Issued Date: 08/11/25
		Rescinds: 2.806	Issued: 07/01/24

All purchases of supplies, materials, equipment, and contractual services in excess of fifty thousand (\$50,000) including those of individual schools, shall be based on competitive bids.¹ These bids shall be solicited by advertisement in a newspaper of general circulation within the school district. The advertisement may be waived by the purchasing agent in an emergency.² Where appropriate, the purchasing agent may satisfy advertising and bid requirements by use of a comprehensive list of vendors; provided, that the vendors on the list are given notice to bid; and provided further, that the purchasing agent shall advertise at least annually for prospective vendors in a newspaper of general circulation and shall update the list of vendors following the advertisement.

All purchases of fifty thousand (\$50,000) or less, including those of individual schools, may be made in the open market without newspaper notice, but shall, whenever possible, be based on at least three (3) competitive quotes. Additional quotes are not required on purchases \$1-\$9,999, three quotes are required (exceptions listed below) on purchases \$10,000-\$49,999, and competitive bidding required on purchases \$50,000 and above.

The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or all bids or any part of any bid and, if applicable, to accept the bid which is best as evidenced by reasons relative to the purpose of the purchase.⁴ Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The bidder to whom the award is made may be required to enter into a written contract.

The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding or other purchasing procedures is strictly prohibited.

EXEMPTIONS TO COMPETITIVE BIDDING

The following are exceptions to the competitive bidding requirement:

1. Contracts for legal services, educational consultants, services from an insurance provider, and similar services by professional persons or groups of high ethical standards shall not be based upon competitive bids but shall be awarded on the basis of recognized competence and integrity;⁵
2. Purchases of goods or contracts for services from sole source and single source providers. A sole source provider shall be a supplier of goods and services exempt from the bid process based on the unavailability of any supplier capable of performing the function of the sole source product or service. A single source provider shall be a single supplier of goods and services among others in a competitive marketplace, which for a justifiable reason has

- 1 predominant qualifications and unique attributes only possessed by that source. Factors
2 considered shall include availability of the product or service, compatibility of the product or
3 service with existing District products, programs, or resources, standardization of the product
4 or service with existing District products, programs, or resources, and grant or contract
5 requirements; or
6 3. Purchases of supplies, equipment, and services under the same terms of a competitive bid
7 issued by any Tennessee local education agency (LEA) or other local governmental unit.

Legal References

1. [TCA 49-2-203\(a\)\(3\); TCA 12-3-1212; Public Acts of 2024, Chapter No. 513](#)
2. [Public Acts of 2024, Chapter No. 793](#)
3. [TCA 49-2-203\(a\)\(3\)\(A\)-\(B\); TCA 49-2-206\(b\)\(2\); TCA 12-3-1212; Public Acts of 2024, Chapter No. 513](#)
4. [TCA 49-2-203\(a\)\(3\)\(D\)\(i\)\(c\)](#)
5. [TCA 12-3-1209; TCA 12-4-107; TCA 29-20-407; Public Acts of 2024, Chapter No. 661](#)

Cross References

Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

LSS Proposed Budget Amendment												
Fund 141 - General School Fund												
Account Number		Account Level Description	FY 25-26	FY 25-26	FY 25-26	FY 25-26	Proposed Budget Amendment	Difference				
Fnd	T Acct		Obj	Prj	Loc	Prg			Revised Budget	FY Activity	Encumbered	Available Funds
Revenue:												
141 R	46590	000	000	00000	000	Other State Education Funds	\$ 501,000.00	\$ 434,154.00	\$ -	\$ -	\$ 935,154.00	\$ 434,154.00
Revenue Difference:												\$ 434,154.00
Expenditures:												
141 E	71900	188	000	00000	000	Bonus Pay	\$ 287,750.00	\$ -	\$ -	\$ 287,750.00	\$ 721,904.00	\$ 434,154.00
Expenditure Difference:												\$ 434,154.00



6th Grade Social Studies Curriculum Guide

Revised August 2025

Course Description	Resources
Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion.	Discovery Education Gallopade

Quarter	Standard	Learning Target
1	Foundations of Human Civilization: C. 10,000-3500 BCE 6.1 Identify the meaning of time designations and abbreviations used by historians, including: • BC/BCE • AD/CE • Circa (c. or ca), decades, centuries (H) 6.2 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of:	Foundations of Human Civilization: C. 10,000-3500 BCE 6.1 I can define the terms associated with time designations and abbreviations and learn to think like a historian. 6.2 I can describe the characteristics of nomadic hunter-gatherer societies. 6.2 I can identify basic hunting weapons, fire, shelter, and tools for hunter-gatherer societies and then describe how they were used.

- Basic hunting weapons
- Fire
- Shelter
- Tools (C, H)

6.3 Explain the impact of the Agricultural Revolution, including:

- Barter economy
- Domestication of plants and animals
- Emergence of permanent settlements
- Food surpluses
- Labor specialization
- New sources of clothing and shelter (C, E, G, H)

6.4 Identify and explain the importance of the following key characteristics of civilizations:

- Culture
- Government
- Religion
- Social structure
- Stable food supply
- Technology
- Writing (C, E, G, H, P)

Ancient Mesopotamia: c. 3500-1700 BCE

6.5 Identify and locate geographical features of ancient Mesopotamia, including:

- Black Sea
- Euphrates River
- Mediterranean Sea
- Persian Gulf
- Tigris River
- Zagros Mountains

6.3 I can identify terms and phrases associated with the Agricultural Revolution including barter economy, domestication of plants and animals, the emergence of permanent settlements, food surpluses, labor specialization, and new sources of clothing and shelter.

6.3 I can explain the impact of the Agricultural Revolution.

6.4 I can identify the terms that are linked to the characteristics of civilizations: culture, government, religion, social structure, stable food supply, technology, writing.

6.4 I can explain the importance of the characteristics of civilizations and make connections to my own life.

Ancient Mesopotamia: c. 3500-1700 BCE

6.5 I can identify and locate the geographical features of Mesopotamia including: Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains.

6.6 I can explain how geography and climate led to Mesopotamia being known as the Fertile Crescent.

6.7 I can define terms and phrases associated with advancements in agriculture including: irrigation, silt, metallurgy, production of tools, use of animals and slave labor and I can identify the new inventions that led to advancements in agriculture including: the wheel, sail, and plow.

6.7 I can explain how specific advancements led hunter-gatherer societies to settle down and produce crops.

6.8 I can identify the civilization of Sumer and its importance as an early emerging city-state and then analyze how advancements in

	(G) 6.6 Explain how geographic and climatic features led to the region being known as the Fertile Crescent (G, H). 6.7 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture (C, E, H). 6.8 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states (C, E, G, H, P). 6.9 Explain the concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire (G, H, P). 6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life (C, H). 6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic (C, E, H). 6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice (C, E, H, P).	agriculture led to economic growth and the expansion of trade and transportation for Sumer. 6.9 I can identify and explain the concepts of monarchy and empire and then identify Mesopotamia as the world's first empire. 6.10 I can identify the concept of polytheism and how it is related to Mesopotamia and explain the beliefs of polytheism and the importance of deities in everyday life to Mesopotamians. 6.11 I can identify important achievements of the Mesopotamian civilization including: cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic. 6.12 I can identify the code of Hammurabi and explain its basic principles of justice. 6.12 I can analyze the impact that the Code of Hammurabi had on writing and then I can make it connect to my own life.
2	Ancient Egypt: c. 3000-1200 BC/BCE 6.13 Identify and locate geographical features of ancient Egypt, including:	Ancient Egypt: c. 3000-1200 BC/BCE 6.13 I can identify and locate the geographical features of ancient Egypt including: Mediterranean Sea, Sea, Nile Delta, Nile River, Red Sea, the

- Mediterranean Sea
- Nile Delta
- Nile River
- Red Sea
- The regions of Upper and Lower Egypt
- The Sahara

6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar (C, E, G, H).

6.15 Explain the structure of ancient Egyptian society, including:

- Relationships between groups of people
- How social classes were organized by occupation
- Positions of pharaohs as god/kings
- Role of slaves (C, E, H, P).

6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids (C, H).

6.17 Analyze the impact of key figures from ancient Egypt, including:

- Growth under the leadership of Queen Hatshepsut and her economic policies
- Ramses the Great's military conquests leading to growth of the kingdom
- Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt (C, E, H, P)

6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

regions of Upper and Lower Egypt, the Sahara.

6.14 I can identify the use of irrigation and the development of the calendar in ancient Egypt and explain how life was impacted by agricultural practices and economic growth.

6.15 I can explain the structure of ancient Egyptian society by identifying: relationships between groups of people, how social classes were organized by occupation, positions of pharaohs as god/kings, and the role of slaves.

6.16 I can identify and explain the polytheistic religion of ancient Egypt by discussing their beliefs about the afterlife, the reasons for mummification, and the use of pyramids.

6.17 I can identify key figures and their contributions from ancient Egypt including: Queen Hatshepsut, Ramses the Great and Tutankhamun.

6.17 I can analyze how key figures impacted ancient Egypt.

6.18 I can identify the achievements of ancient Egypt including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

6.18 I can analyze the impact of the achievements of ancient Egypt.

6.19 I can examine how the culture of Egypt was spread through trade and conflict.

6.19 I can identify Nubia and analyze its relationship with Egypt.

Ancient Israel: c. 2000-500 BCE

6.20 I can identify and locate the geographical features of ancient Israel, including: Dead Sea, Jerusalem, Jordan River, Mediterranean Sea, Red Sea, and the Sinai Peninsula.

6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia (C, E, G, H, P).

Ancient Israel: c. 2000-500 BCE

6.20 Identify and locate geographical features of ancient Israel, including:

- Dead Sea
- Jerusalem
- Jordan River
- Mediterranean Sea
- Red Sea
- Sinai Peninsula (G)

6.21 Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan (C, G, H, P).

6.22 Describe the origins and central features of Judaism:

- Key Person(s): Abraham, Moses
- Sacred Texts: The Tanakh (i.e., Hebrew Bible)
- Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility (C,G, H, P).

6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple (C, G, H, P).

6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the

6.21 I can describe the development of the ancient Israelites and identify the geographical locations of their movements.

6.21 I can explain the reasons for the movements of the ancient Israelites from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.

6.22 I can identify the terms, people, and ideas associated with Judaism, including: Abraham, Moses, the Tanakh, monotheism, Ten Commandments, emphasis on individual worth, and personal responsibility.

6.23 I can describe the origins and central features of Judaism using key people, sacred texts, and basic beliefs.

6.24 I can identify important figures and their significance in ancient Israel's history including: Saul, David, and Solomon.

6.24 I can summarize the breakup of the Kingdom of Israel and locate the ancient kingdoms of Northern Israel and Judah.

6.24 I can summarize the reasons that led to ancient Israel being captive in Babylon and then I can identify the Persian Empire and explain its importance to ancient Israel's history.

Ancient India: c. 2500-400 BC/BCE

6.25 I can identify and locate the geographical features of ancient India, including: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, monsoon winds, and the subcontinent of India.

6.26 I can identify the Harappan civilization in the Indus River Valley as

Persian Empire (C, E, G, H, P).

Ancient India: c. 2500-400 BC/BCE

6.25 Identify and locate geographical features of ancient India, including:

- Ganges River
- Himalayan Mountains
- Indian Ocean
- Indus River
- Monsoon winds
- Subcontinent of India (G)

6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including:

- Architecture built with bricks
- Arranging roads into a series of grid-systems
- Sanitation and sewer systems (E, G, H, P)

6.27 Describe the social structure of the caste system, and explain its effect on everyday life in ancient India (C, E, H, P).

6.28 Describe the origins and central features of Hinduism:

- Key Person(s): origins in Aryan tradition

an early agricultural civilization and then I can explain what led to their emergence.

6.26 I can describe the achievements of the Harappan civilization, including: architecture built with bricks, arranging roads into a series of grid-systems, and sanitation and sewer systems.

6.27 I can describe the social structure of the caste system and then I can explain the caste system's effect on everyday life in ancient India.

6.28 I can identify the terms, people, and ideas associated with Hinduism, including: origins in Aryan tradition, the Vedas, dharma, karma, reincarnation, and moksha.

6.28 I can describe the origins and central features of Hinduism using key people, sacred texts, and basic beliefs.

6.29 I can identify the terms, people, and ideas associated with Buddhism, including: Siddharta Gautama (Buddha), Tripitaka, Four Noble Truths, Eightfold Path, and Nirvana.

6.29 I can describe the origins and central features of Buddhism using key people, sacred texts, and basic beliefs.

6.30 I can identify the intellectual traditions that emerged during the late empire of ancient India and their long-lasting effects, including: medical education and techniques and mathematics.

	● Sacred Texts: The Vedas ● Basic Beliefs: dharma, karma, reincarnation, and moksha (C, G, H, P) 6.29 Describe the origins and central features of Buddhism: ● Key Person(s): Siddhartha Gautama (Buddha) ● Sacred Texts: Tripitaka ● Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana (C, G, H, P) 6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals) (C, E, H).	
3	Ancient China: c. 2500 BCE-200 CE 6.31 Identify and locate geographical features of ancient China, including: ● Gobi Desert ● Himalayan Mountains ● Pacific Ocean ● Plateau of Tibet ● Yangtze River ● Yellow River (G). 6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world (C, G, H). 6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem (C, G, H, P).	Ancient China: c. 2500 BCE-200 CE 6.31 I can identify and locate the geographical features of ancient China, including: the Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, and the Yellow River. 6.32 I can analyze the influence of geography on the origins of ancient Chinese civilization in the Yellow River Valley. 6.32 I can explain how China's geography helped create a unique and diverse cultural identity that was isolated from the rest of the world. 6.33 I can describe how the size of China made governing difficult. 6.33 I can identify the ancient Chinese concepts of mandate of heaven and Legalism and then describe how they became solutions to the governing issues of ancient China. 6.34 I can identify Confucius and the political and cultural problems

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and *The Analects* emphasized the concepts of kinship, order, and hierarchy to address these problems (C, H P).

6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty (C, E, G, H, P).

6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty (C, E, H, P).

6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing (C, E, G, H).

6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China (C, E, G, H, P).

Ancient Greece: c. 800-300 BCE

6.39 Identify and locate geographical features of ancient Greece,

during his time in ancient China.

6.34 I can identify how the philosophy and ideas of Confucianism and *The Analects* (emphasis on the concepts of kinship, order, and hierarchy) addressed the problems during Confucius' time.

6.35 I can explain the significance of the unification of ancient China into the first Chinese empire, the Qin Dynasty founded by Qin Shi Huangdi.

6.36 I can identify the transition from the Qin Dynasty to the Han Dynasty.

6.36 I can explain how the implementation of Confucianism led to the longevity of the Han Dynasty.

6.37 I can identify and explain the major accomplishments of the Han dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.

6.38 I can describe how the desire for Chinese goods led to the creation of The Silk Road and initiated the spread of Buddhism into ancient China.

6.38 I can identify the location of The Silk Road and the cultural diffusion throughout Eurasia.

Ancient Greece: c. 800-300 BCE

6.39 I can identify and locate the geographical features of ancient Greece, including: Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian peninsula, and Sparta.

6.40 I can analyze how ancient Greece's mountainous regions and

including: ● Asia Minor ● Athens ● Macedonia ● Mediterranean Sea ● Peloponnesian peninsula ● Sparta (G) 6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean (C, E, G, H, P). 6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law (C, H, P). 6.42 Explain the basic concepts of direct democracy and oligarchy (C, H, P). 6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: ● Advantages of each geographic location ● Approaches to education ● Practice of slavery ● Status of women ● Styles of government (C, E, G, H, P) 6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states (C, H, P). 6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens	access to the Mediterranean Sea contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. 6.41 I can identify and examine the concept of polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. 6.42 I can identify and explain the basic concepts of direct democracy and oligarchy and the role they played in Greek society. 6.43 I can locate and identify the geographic advantages of Athens and Sparta as major Greek city-states. 6.43 I can explain the characteristics of Athens and Sparta, including: approaches to education, practice of slavery, status of women, and the styles of government. 6.44 I can locate the Persian Empire and identify the causes of the Persian Wars. 6.44 I can analyze the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. 6.44 I can identify and analyze the consequences of the Persian Wars, including the tension that rose between Athens and Sparta. 6.45 I can analyze the causes and consequences of the Peloponnesian Wars, including how the war left the city-states of Greece open to conquest by the Macedonians. 6.46 I can explain the polytheistic religion of ancient Greece, particularly their beliefs about the human-like qualities of their deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.
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	and Sparta led to war and left the city-states open to conquest by the Macedonians (C, H, P). 6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the human-like qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. 6.47 Explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of the ancient Greeks (C, H). 6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece (C, H, P). 6.49 Describe the purpose of major Greek architecture, including the Parthenon and the Acropolis (C, H, P). 6.50 Explain the unification of Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture (C, E, G, H, P).	6.47 I can identify and explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of ancient Greeks. 6.48 I can identify the philosophical ideas of Aristotle, Plato, and Socrates. 6.48 I can examine how Greek philosophers impacted education and society in ancient Greece. 6.49 I can identify and describe the purpose of major Greek architecture, including the Parthenon and the Acropolis. 6.50 I can locate Macedonia and explain its role in the unification of Greek city-states. 6.50 I can analyze the impact of Alexander the Great and how his death led to the Hellenistic period.
4	Ancient Rome, c. 500 BCE-500 CE 6.51 Identify and locate the geographical features of ancient Rome, including: ● Constantinople ● Italian Alps ● Italian Peninsula ● Mediterranean Sea ● Rome ● Tiber River (G)	Ancient Rome, c. 500 BCE-500 CE 6.51 I can identify and locate the geographical features of ancient Rome, including: Constantinople, Italian Alps, Italian Peninsula, Mediterranean Sea, Rome, and the Tiber River. 6.52 I can analyze how the location of Rome helped its political and economic growth in the Mediterranean region and beyond. 6.53 I can define terms associated with the Roman Republic and make

6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. 6.53 Describe the government of the Roman Republic including: • Branches of government • Checks and balances • Civil participation • Representative democracy • The rule of law and the Twelve Tables (C, H, P) 6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society (C, E, H, P). 6.55 Describe the characteristics of Julius Caesar's rule, including: • Leadership in the military • Popularity amongst plebeians • Role as dictator for life • Assassination (C, E, G, H, P) 6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana (C, E, G, H, P). 6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: • Aqueducts • Arches • Bridges • The Colosseum • Domes • Roads	connections to the US government. 6.53 I can describe the government of the Roman Republic including: branches of government, checks and balances, civil participation, representative democracy, the rule of law, and the Twelve Tables. 6.54 I can identify the class system of ancient Rome and then describe the roles of patricians, plebeians, and slaves in Roman society. 6.55 I can identify the life of Julius Caesar's life and describe his rule, including: leadership in the military, popularity amongst plebeians, role as dictator for life, and his assassination. 6.56 I can identify the connection between Julius Caesar and Augustus Caesar and then analyze the influence of Augustus Caesar in the establishment of the Roman Empire. 6.56 I can define Pax Romana and then analyze how the Roman Empire expanded politically, geographically, and economically during this time period. 6.57 I can identify architectural and engineering accomplishments during the Roman Empire, including: aqueducts, arches, bridges, the Colosseum, domes, roads, and sanitation. 6.57 I can analyze how architectural and engineering accomplishments contributed to Roman expansion. 6.58 I can explain the polytheistic religion of ancient Rome, particularly their beliefs about the human-like qualities of their deities and their importance in everyday life. 6.59 I can identify the terms, people, and ideas associated with Christianity, including: Jesus, Paul, the Bible, monotheism, sin and
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	● Sanitation 6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the human-like qualities of the deities and their importance in everyday life (C, H, P). 6.59 Describe the origins and central features of Christianity: ● Key Person(s): Jesus, Paul ● Sacred Texts: The Bible ● Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah 6.60 Explain the expulsion of the Jews from their homeland by the Romans which began the Jewish diaspora (C, H, P). 6.61 Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine (C, H, P). 6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire (C, E, G, H, P).	forgiveness, eternal life, and Jesus as the Messiah. 6.29 I can describe the origins and central features of Christianity using key people, sacred texts, and basic beliefs. 6.60 I can explain the expulsion of the Jews from their homeland by the Romans which began the Jewish diaspora. 6.61 I can identify Diocletian and explain his decision to divide the Roman Empire into East and West. 6.61 I can identify the later establishment of Constantinople as the capital by Constantine. 6.62 I can identify what led to the fall of the Roman Empire, including: difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes. 6.62 I can analyze the reasons for the fall of the Roman Empire. 6.62 I can locate and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.
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7th Grade Social Studies Curriculum Guide

Revised August 2025

Course Description	Resources
Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion.	Discovery Education Gallopade

Quarter	Standard	Learning Target
1	7.01 Identify and locate the geographical features of East Asia, including:China - Gobi Desert - Himalayan Mountains	7.01 I can identify and locate the following on a map: - China - Gobi Desert - Himalayan Mountains - Japan

● Japan ● Korean Peninsula ● Sea of Japan (East Sea) ● Pacific Ocean ● Yangtze River ● Plateau of Tibet ● Yellow River 7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs. 7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song. 7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. 7.05 Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire. 7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade. 7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea	● Korean Peninsula ● Sea of Japan (East Sea) ● Pacific Ocean ● Yangtze River ● Plateau of Tibet ● Yellow River 7.02 I can summarize the reunification of the Tang Dynasty and its impact on the spread of Buddhism. 7.03 I can summarize agricultural, commercial, and technological developments during the Song Dynasties. I can describe the beliefs of Confucianism and its role during the Song Dynasty. 7.04 I can trace the rise of the Mongol Empire, including the conquests of Genghis Khan. 7.05 I can describe Kublai Khan's conquest of China and explain how he was able to maintain control of the Yuan Empire. 7.06 I can summarize the effects of the Mongolian empires on the Silk Road. I can summarize the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade. 7.07 I can list reasons for the Ming Dynasty's isolationism and describe how this isolationism led to their many achievements, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages. 7.08 I can trace the origins of Shintoism. I can describe the
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voyages. 7.08 Describe the origins and central features of Shintoism: ● Key Person(s): None ● Sacred Texts: No sacred text ● Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami 7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. 7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture. 7.11 Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society. 7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. 7.13 Explain the importance of Justinian’s political, social, and architectural achievements. 7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.	central beliefs and traditions of Shintoism. 7.09 I can describe the impact of Chinese and Korean influence on Japanese culture. I can list examples of these influences, including Buddhism and Confucianism (as shown in the Constitution of Prince Shotoku) and the adoption of the Chinese writing system. 7.10 I can describe the Heian aristocracy and their contributions to the development of a Japanese national culture. 7.11 I can list reasons for the rise of a military society in the late 12th century in Japan. I can describe the role of the shogun and samurai in Japanese society. 7.12 I can identify the Byzantine Empire as the continuation of the Eastern Roman Empire and locate it on a map. I can describe the spread of Christianity and Latin language through Europe and the Byzantine Empire. 7.13 I can list and summarize the importance of Justinian’s political, social, and architectural achievements. 7.14 I can locate Constantinople on a map and describe the importance of its geographic location in regards to cultural contributions and the stability of the empire.
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2	7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: ● Arabian Peninsula ● Arabian Sea ● Black Sea ● Caspian Sea ● Euphrates River ● Mecca ● Mediterranean Sea ● Persian Gulf ● Red Sea ● Tigris River 7.16 Describe the origins and central features of Islam: ● Key Person(s): Mohammad ● Sacred Texts: The Quran and The Sunnah ● Basic Beliefs: monotheism, Five Pillars 7.17 Describe the diffusion of Islam, its culture, and the Arabic language. 7.18 Summarize the contributions of the region's scholars in the areas of: ● Art ● Geography ● Literature ● Mathematics ● Medicine ● Philosophy	7.15 I can locate the geographical features of Southwest Asia and North Africa on a map, including: ● Arabian Peninsula ● Arabian Sea ● Black Sea ● Caspian Sea ● Euphrates River ● Mecca ● Mediterranean Sea ● Persian Gulf ● Red Sea ● Tigris River 7.16 I can trace the origins of Islam, including Muhammad and his teachings. I can identify and describe the Quran and the Sunnah. I can summarize the beliefs of Islam, including monotheism and the Five Pillars. 7.17 I can trace the spread of Islam, its culture, and Arabic language through Asia, Africa, and Europe. 7.18 I can summarize the contributions of Muslim scholars in the areas of art, geography, literature, mathematics, medicine, philosophy, and science. 7.19 I can explain the importance of the Ottoman Empire, including the contributions of Mehmed II the Conqueror and the fall of Constantinople. 7.20 I can analyze the role of merchants and trade routes and
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● Science 7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. 7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. 7.21 Identify and locate the geographical features of West Africa, including: ● Atlantic Ocean ● Djenne ● Gulf of Guinea ● Niger River ● The Sahara ● Timbuktu 7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. 7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. 7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. 7.25 Explain the importance of griots in the transmission of West African history and culture. 7.26 Explain the importance of the Malian king Mansa Musa and	their impact on the spread of Islam and the Arabic language. 7.21 I can identify and locate the geographical features of West Africa on a map, including: ● Atlantic Ocean ● Djenne ● Gulf of Guinea ● Niger River ● The Sahara ● Timbuktu 7.22 I can describe indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. 7.23 I can analyze the growth of the kingdoms of Ghana, Mali, and Songhai. I can summarize the impact of cities such as Djenne and Timbuktu as centers of trade, culture, and learning. 7.24 I can describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. 7.25 I can explain the importance of griots in the transmission of West African history and culture. 7.26 I can explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. 7.27 I can locate geographical features of Europe on a map,
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his pilgrimage to Mecca in 1324. 7.27 Identify and locate geographical features of Europe, including: ● Alps ● Atlantic Ocean ● English Channel ● Mediterranean Sea ● Influence of the North Atlantic Drift ● North European Plain ● Ural Mountains 7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). 7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. 7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. 7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. 7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.	including: ● Alps ● Atlantic Ocean ● English Channel ● Mediterranean Sea ● North European Plain ● Ural Mountains I can explain the influence of the North Atlantic Drift on the climate of Europe. 7.30 I can describe the development of feudalism and manorialism. I can analyze the role of these systems in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). 7.33 I can analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. 7.29 I can identify Charlemagne and explain how he shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. 7.28 I can describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. 7.32 I can describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. 7.31 I can analyze the Battle of Hastings and the long-term
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		historical impact of William the Conqueror on England and Northern France.
3	7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. 7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. 7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. 7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: ● Agricultural improvements ● Commerce ● Growth of banking ● A merchant class ● Technological improvements ● Towns 7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. 7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian	7.34 I can identify and analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. 7.35 I can explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe. I can analyze the effects of increasing contact with cultures outside Europe. 7.36 I can describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. 7.37 I can describe the Black Death and analyze its importance on the emergence of a modern economy, including: ● Agricultural improvements ● Commerce ● Growth of banking ● A merchant class ● Technological improvements ● Towns 7.38 I can describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. 7.39 I can explain the significance of the Reconquista, Inquisition,

Peninsula. 7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. 7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. 7.42 Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith. 7.43 Explain the development of Renaissance art, including the significance of: ● Leonardo da Vinci ● Michelangelo ● William Shakespeare ● Systems of patronage 7.44 Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. 7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.	and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. 7.40 I can explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. 7.41 I can identify and describe the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. 7.42 I can explain humanism and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith. 7.43 I can explain the development of Renaissance art, including the significance of: ● Leonardo da Vinci ● Michelangelo ● William Shakespeare ● Systems of patronage 7.44 I can analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. 7.45 I can explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.
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	7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. 7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. 7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. 7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. 7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). 7.51 Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope. 7.52 Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.	7.46 I can analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. 7.47 I can explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. 7.48 I can analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. 7.49 I can describe the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.
4	7.53 Identify and locate the geographical features of the Americas, including: • Andes Mountains • Appalachian Mountains • Atlantic Ocean	7.53 I can identify and locate the geographical features of the Americas on a map, including: • Andes Mountains • Appalachian Mountains • Atlantic Ocean

● Caribbean Sea ● Central Mexican Plateau ● Great Plains ● Gulf of Mexico ● Mississippi River ● North America ● Pacific Ocean ● Rocky Mountains ● South America ● Yucatan Peninsula 7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. 7.55 Describe the existence of diverse networks of North American Indian cultures (within present- day United States) including: varied languages, customs, and economic and political structures. 7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. 7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). 7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism). 7.59 Identify the significance of the voyages and routes of	● Caribbean Sea ● Central Mexican Plateau ● Great Plains ● Gulf of Mexico ● Mississippi River ● North America ● Pacific Ocean ● Rocky Mountains ● South America ● Yucatan Peninsula 7.54 I can explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. 7.55 I can describe the existence of diverse networks of North American Indian cultures (within present- day United States) including: varied languages, customs, and economic and political structures. 7.56 I can explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. 7.57 I can describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). 7.58 I can analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).
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discovery of the following explorers by their sponsoring country: ● England: Henry Hudson ● France: Jacques Cartier ● Portugal: Vasco da Gama, Bartolomeu Dias ● Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci 7.60 Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. 7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. 7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). 7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. 7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. 7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as	7.59 I can identify the significance of the voyages and routes of the following explorers by their sponsoring country: ● England: Hudson ● France: Cartier ● Portugal: da Gama, Dias ● Spain: Columbus, de Soto, Magellan, Vespucci 7.60 I can describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. 7.61 I can locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. 7.62 I can describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). 7.63 I can locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. 7.64 I can explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. 7.65 I can explain how Spanish colonization introduced
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	well as Bartolome de la Casa's role in the transition to African slavery.	Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.
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8th Grade Social Studies Curriculum Guide

Revised August 2025

Course Description	Resources
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.	Discovery Education Gallopade

Quarter	Standard	Learning Target
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1	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. 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. 8.03 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: ● Anne Hutchinson ● Role of Theocracy ● Salem Witch Trials ● Town Meetings 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. 8.05 Analyze the economic motivation for the Dutch founding of New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. 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: ● William Penn ● Philadelphia	I can ● Explain the settlement of Jamestown by the Virginia Company, including interactions with Powhatan Indians, Starving Time, the introduction of tobacco into the economy, and Bacon's Rebellion. ● Explain the role of the House of Burgesses in the political structure of Virginia. I can ● Explain the importance of the Mayflower Compact and its role as a "stepping stone" to the Constitution. ● Explain how the journey of the Separatists and their founding of Plymouth Colony fulfilled their quest for religious freedom, culminating in prosperity and thanksgiving. ● Explain positive and negative interactions with Wampanoag Indians, including assistance from Squanto, peace with Massasoit, and war with Metacom. I can ● Explain Puritan society as a theocracy, including their town meetings and their objective to become a "City upon a Hill" ● Explain the Salem Witch Trials and the Anne Hutchinson Trial, as well as the need for individual rights. I can ● Explain the reasons for the founding of Rhode Island and Connecticut, including tolerance, separation of church and state, and voting rights. ● Explain the role of the <i>Fundamental Orders of Connecticut</i> and the <i>Maryland Toleration Act</i> as "stepping stones" to the Constitution. I can ● Explain why the Dutch settled New Netherlands Colony, the
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- **Relations with American Indians**
- **Role of women**

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.

8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.

8.09 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America.

8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.

8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.

8.12 Explain the Navigation Acts and the policy of mercantilism.

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.

8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the “Join or Die” cartoon and Albany Plan of Union.

role of Peter Stuyvesant, and its capture by the English.

I can

- Explain basic Quaker beliefs, including the importance of tolerance, hard work, and pacifism, and their influence on Pennsylvania Colony.
- Explain William Penn’s vision for Philadelphia as a “Holy Experiment,” including friendly relations with American Indians and the role of women.

I can

- Explain James Oglethorpe’s vision for Georgia as a haven for debtors and the “worthy poor”, as well as a buffer from Spanish Florida.
- Explain how Georgia’s vulnerable position influenced its loyalism to England.

I can

- Memorize and identify the Original 13 Colonies on a map, as well as categorize them into geographical regions.
- Explain the economic makeup of the New England, Middle, and Southern colonies.

I can

- Compare and contrast the goals and locations of the British, French, and Spanish in the New World.

I can

- Explain the difference between indentured servitude and slavery.
- Explain the institution of slavery from ancient times to its colonial use in the New World, including the Middle Passage and resistance.

I can

- Describe the characteristics of “Old Lights” and “New Lights,” including the roles of Reverends George Whitefield

8.15 Analyze the social, political, and economic causes of the events and groups of the American Revolution, including:

- 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

8.16 Explain the historical purposes and consequences of Thomas Paine's *Common Sense*.

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.

8.18 Explain the historical and present-day significance of the Declaration of Independence.

8.19 Compare and contrast the points of view of Loyalists and Patriots.

8.20 Locate and explain the significance of the following during the American Revolution:

and Jonathan Edwards.

- Explain the role of the First Great Awakening as prelude to a "free exercise of religion" in the colonies.

I can

- Explain the British policies of mercantilism, salutary neglect, and the Navigation Acts, their purposes, and how they pushed the colonies closer to eventual revolution.

I can

- Explain the British, American, French, and Indian perspectives in wake of the coming war and their motivations.
- Explain Washington's role in the Ohio River Valley campaign and the outbreak of war between the British, French, and American Indians.
- Explain the purpose of Fort Loudon as a haven for the Cherokee and the resulting massacre of British soldiers.
- Explain the Treaty of Paris (1763) and King George III's reasoning for the Proclamation Act, how the colonists reacted, Pontiac's Rebellion, and how the king pushed the colonists even closer to revolution.

I can

- Explain Benjamin Franklin's "Join or Die" cartoon, his role in the Albany Congress, "electrical amusements," inventions, and writings.

I can

- Explain chronologically the "causes and effects" of Britain's colonial taxes and policies, including the Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, the resulting Boston Massacre and Tea Party, and the Intolerable (Coercive) Acts.
- Explain the American resistance to King George, including

- Struggles of the Continental Army
- Battles of Trenton and Princeton
- Battle of Kings Mountain
- Battle of Saratoga
- Battle of Yorktown
- Guerilla warfare

John Hancock's smuggling, Sam Adams' formation of the Sons of Liberty, boycotts, and the Stamp Act Congress.

- Explain the purposes and outcomes of the First and Second Continental Congresses, including the airing of grievances, boycotts, the Olive Branch Petition, the appointing of Washington to lead the Continental Army, and the Declaration of Independence.

I can

- Explain Thomas Paine's use of propaganda –*Common Sense* and *The American Crisis* – in the call for independence and war effort.

I can

- Explain the significance of early events and battles prior to July 04, 1776, including Paul Revere's ride, Lexington and Concord, and Bunker (Breed's) Hill.

I can

- Explain the significance of Jefferson's Declaration of Independence, including its inspiration from the Enlightenment, its truth that "all men are created equal," its grievances against King George III, and its social contract between man and government.

I can

- Compare and contrast the perspectives of both Loyalists and Patriots, memorize nicknames for both, and explain why more Loyalists live in the South than the North.

I can

- Explain Valley Forge's role as a winter quarters and training camp for the Continental Army, including the role of Von Steuben.
- Explain the "cause and effect" and significance of the Battles of Trenton, Princeton, Kings Mountain, Saratoga, and

		Yorktown, including the roles of the Hessians and French. ● Explain Francis Marion’s “guerilla warfare” tactics in the southern theater.
2	8.21 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. 8.22 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. 8.23 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. 8.24 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. 8.25 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. 8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by	I can ● Explain the weaknesses of the Articles of Confederation, including a failing economy, state currencies, an imbalance of power, and a weak unicameral legislature. ● Explain the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their role in settling the Great Lakes region of the Midwest. ● Identify evidence of the Articles’ weakness, including Shays’ Rebellion and the Lost State of Franklin. I can ● Describe James Madison’s organization of a Constitutional Convention, including Washington as leader, the fight over the Virginia and New Jersey Plans, the Great Compromise, and the 3/5ths Compromise. I can ● Explain the meaning and significance of the Preamble and the role of “We the People” in our new government. ● Categorize the duties and powers of government into its appropriate branch and explain the importance of a “separation of powers” in preventing the inappropriate consolidation of power. ● Explain each branch’s “checks and balances” on the others, and explain the importance of “checks” in preventing governmental tyranny. ● Identify the proper role of federalism in limiting the federal government and protecting the power of the states. I can

analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution.

8.27 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.

8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796).

8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in *Marbury v. Madison*.

8.30 Explain the major events of Thomas Jefferson's presidency, including:

- Conflict with Barbary pirates
- Embargo Act
- Lewis and Clark Expedition
- Louisiana Purchase

8.31 Explain the causes, course, and consequences of the War of 1812, including:

- 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.

- Compare and contrast the ideals and characteristics of Federalists and Anti-federalists.
- Explain the miracle of the creation of the Constitution at the convention, despite the regional and political differences of the Founding Fathers.
- Memorize the meaning of the first ten amendments (Bill of Rights) and explain the importance of knowing and protecting our rights and liberties.

I can

- Explain the achievements of Washington's administration, including his precedents, neutrality, and his ending the Whiskey Rebellion.
- Explain trials faced by Washington during his two terms, including Jay's Treaty.

I can

- Explain the differences in politics between Alexander Hamilton and Thomas Jefferson.
- Compare and contrast the ideals and characteristics of the Federalists and the Democratic-Republicans, including how they interpret the Constitution, and their cultural, political, economic, and foreign policy visions for America.

I can

- Explain the controversies of the Adams administration, including the XYZ Affair, Quasi War, the splitting of the Federalist Party, the Alien and Sedition Acts, and the midnight appointments.

I can

- Explain the contributions of long hunters and frontiersmen responsible for Tennessee settlement and statehood, including Daniel Boone, William Bean, James Robertson, John Donelson, Richard Henderson, William Blount, and

- 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.
- 8.33** Analyze the purpose and effects of the Monroe Doctrine.

Andrew Jackson.

- Explain the purchases and treaties with Native Americans that have resulted in Tennessee statehood, including the Watauga Purchase, the Transylvania Purchase, the Holston Treaty, and Jackson's Purchase.
- I can explain the importance of Tennessee's first state constitution.

I can

- Explain the importance of the Election of 1800 in providing precedent for the "peaceful transition of power" from one political party to another.
- Explain how the Judiciary seized power through Marbury v. Madison by exercising the power of "judicial review" for the first time.

I can

- Explain Jefferson's impact on the office of the presidency, including his Louisiana Purchase and the Corps of Discovery.
- Explain the threats posed by the Barbary pirates to our young nation and how Jefferson defeated them through sheer military might.
- Explain Jefferson's use of the Embargo Act and Non-Intercourse Act to punish France and Britain and their disappointing results.

I can

- Explain the causes of the War of 1812, including the Chesapeake Affair and impressment, trade interference, piracy, and the arming of Native Americans by the British.
- Explain the important generals and battles of the war, including Jackson's victory at Horseshoe Bend and Harrison's defeat of the Shawnee at Tippecanoe.
- Explain the Battle of New Orleans and how General Jackson

		saved the Mississippi River and the Union in America's "Second War for Independence." ● Explain American land gains via the Convention of 1818 and the Adams-Onis Treaty. ● Explain the results of the war, including a rise in nationalism at home, its resulting cultural shifts and industrialization, and Henry Clay's American System. ● Explain the points made in the Monroe Doctrine, its purpose, and instances throughout history of its implementation.
3	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. 8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. 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. 8.37 Explain the development of the American Industrial Revolution, including: ● Eli Whitney and interchangeable parts ● Emergence of trade unions ● Lowell System ● Role of the textile industry	I can ● Explain the impact of Eli Whitney's cotton gin on the agrarian South, and thus on slavery. ● Explain the founding of Memphis, the role of the Mississippi River, cotton industry, and slave trade. I can ● Compare and contrast daily life in the Antebellum South for the wealthy "cottonocracy," common folks, slaves, and freed African-Americans. I can ● Explain the events and aftermath of Nat Turner's revolt, including the mob's uprising, the horrific bloodshed of innocent people, and the resulting terror that many southerners feared. ● I can explain the development and impact of the American Industrial Revolution, including Slater's factories, Lowell's textile industry, and Whitney's interchangeable parts. I can ● Explain how technology affected the growth of northern industry, including the spinning jenny, the steam-powered

- Samuel Slater

8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North.

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.

8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road.

8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.

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.

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.

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 *Gibbons v. Ogden* and *McCulloch v. Maryland*.

8.45 Examine the importance of the elections of 1824 and 1828,

engine, locomotive, telegraph, and other inventions.

I can

- Explain the push-pull factors for Irish and German immigrants, their contributions to the nation, and backlash from nativists.

I can

- Analyze the impact on the U.S. of the Erie Canal, roads, steamboats, and the National Road.

I can

- Explain the Second Great Awakening's impact, including the rise of Seventh Day Adventism, Mormonism, and other faiths, as well reform movements, including temperance, abolition, suffrage, prison, mental health, and education reform.

I can

- Explain the contributions of suffragists to the Seneca Falls Convention and the nineteenth amendment, including Susan B. Anthony, Elizabeth Cady Stanton, the "Declaration of Sentiments," and Sojourner Truth.

I can

- Explain the contributions of abolitionists and their works, including William Lloyd Garrison and his *Liberator*, Elihu Embree and his *Emancipator*, Frederick Douglass and his *Slave Narratives*, and Harriet Tubman and her role as conductor on the Underground Railroad.
- Explain the roles of Virginia Hill, Frances Wright, and Elihu Embree on abolitionist efforts in Tennessee.

I can

- Explain the importance of Marshall's key cases, including the concept of "judicial review" in *Marbury v. Madison*, the federal regulation of interstate commerce in *Gibbons v.*

including: the corrupt bargain, the spoils system, and Jacksonian Democracy.

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.

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 *Worcester v. Georgia* and the Trail of Tears.

8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners.

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.

8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion.

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.

8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of:

- Fur traders

Ogden, and the “Supremacy Clause” demonstrated in *McCulloch v. Maryland*.

I can

- Explain the importance of the Elections of 1824 and 1828 in voting rights for the common man, the “corrupt bargain,” the spoils system, and Jacksonian democracy.
- List and explain examples of Jacksonian democracy, including the spoils system, kitchen cabinet, and rotation in office.

I can

- Explain the events of the Bank War as well as its outcome and consequences.
- Explain the Tariff of 1828 and the resulting Nullification Crisis, including the roles of John C. Calhoun, Daniel Webster, Henry Clay, and President Jackson.

I can

- Explain the life of Sequoyah and his contributions to the Cherokee People.
- Explain reasons for the Indian Removal Act, including the discovery of gold in Georgia and the influx of white settlers, as well as the ways multiple tribes resisted.
- Explain the *Worcester v. Georgia* landmark case background and its outcome.

I can

- Compare and contrast Tennessee’s first constitution (1796) with its second constitution (1834), and explain the increased suffrage for non-property owners.

I can

- Explain “Manifest Destiny,” its Democrat support, and its impact on the nation, including westward expansion into Texas, California, Oregon, and the Southwest.

I can

- Mormons
- Oregon Trail
- Santa Fe Trail

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.

8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.

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).

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 *Uncle Tom's Cabin*).

8.57 Describe the significance of the Gadsden Purchase of 1853.

8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including:

- Rise of the Republican Party
- "Bleeding Kansas"

- Explain the reasoning behind Clay's Compromise of 1820, the introduction of Missouri and Maine into the Union, and the balance of power between slave and free states.

I can

- Explain the American emigration into Texas by the Austin family and the Old Three Hundred, the rules imposed by Mexico, the rise of dictator Santa Anna (resulting in the Texas War for Independence), and the Battles of the Alamo and San Jacinto.

I can

- Explain the contributions of mountain men in the fur industry, including Jedidiah Smith.
- Explain the founding of the Church of Jesus Christ of Latter-day Saints by Joseph Smith, Mormon persecution, their movement westward in search of religious haven, settlement in the Great Basin, and Brigham Young's colonization of the west.
- Explain economic reasons for moving westward, such as the promise of fertile Oregon and California farmland and Santa Fe cattle ranching.
- Explain daily life on the Mormon, Oregon, and Santa Fe Trails.

I can

- Explain why James K. Polk's role as a dark horse president.
- Explain the major impact of James K. Polk's one term in office, including the fulfillment of Manifest Destiny by annexing Texas and securing Oregon and the Mexican Cession.

I can

- Explain the river boundary conflict resulting in the Mexican-American War, as well as the course of the war

- Preston Brooks' attack on Charles Sumner
- John Brown's raid at Harper's Ferry

8.59 Analyze the *Dred Scott v. Sandford* decision and the resulting split between the North and South.

8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.

including Zachary Taylor's victory at Buena Vista and Winfield Scott's capture of Mexico City.

- Explain the Treaty of Guadalupe-Hidalgo and the resulting Mexican Cession.

I can

- Explain the discovery of gold by James Marshall at Sutter's Mill, including the outcome of the major migration of Forty-Niners and Asian immigrants.

I can

- Explain the major legislation of the Compromise of 1850, including the resolving of Texas-New Mexico boundary disputes, the entry of California as a free state, the banning of the slave trade in Washington, D.C., the popular sovereignty of Utah and New Mexico, and the Fugitive Slave Act.
- Explain the outrage and results of the Fugitive Slave Act, including Harriet Beecher Stowe's influence with *Uncle Tom's Cabin*.

I can

- Explain the reason for and significance of the Gadsden Purchase of 1853.

I can

- Explain the motivation behind the Kansas-Nebraska Act, the use of "popular sovereignty," and effects including "Bleeding Kansas," the birth of the Republican Party, caning of Charles Sumner, and John Brown's Raid at Harpers Ferry.

I can

- Explain the Dred Scott case and Taney's decision, resulting in further adversity between the North and the South.

I can

		● Explain the 1858 Illinois Senate race between Democrat Stephen Douglas and Republican Abraham Lincoln, and compare and contrast the political platforms of both candidates.
4	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. 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including: ● Economic, geographic, and technological advances ● Military strategies ● Roles of President Abraham Lincoln and Jefferson Davis ● Significance of Fort Sumter ● Geographical divisions within states 8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including: ● First Battle of Bull Run ● Battle of Shiloh ● Battle of Antietam ● Battle of Vicksburg ● Sherman's March to the Sea ● Surrender at Appomattox ● David Farragut ● Nathan Bedford Forrest ● Ulysses S. Grant ● Thomas "Stonewall" Jackson	I can ● Explain the significance of the heated Election of 1860, including the outcome of a "first wave" of seceding states. ● Compare and contrast the political platforms of presidential candidates Abraham Lincoln, Stephen Douglas, John Breckinridge, and John Bell. I can ● Explain the outbreak of the Civil War at Fort Sumter, Lincoln's call for 75,000 volunteers, and a "second wave" of seceding states. ● Compare and contrast the USA and CSA, including presidents Lincoln and Davis, advantages of both sides, and military strategies. I can ● Explain Tennessee divisions over the issues of secession, including the roles of Isham Harris, Andrew Johnson, William Brownlow, and the Free and Independent State of Scott. ● Explain key leaders and people of the war, including Winfield Scott, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall" Jackson, and Robert E. Lee. ● Explain the course and outcome of key Civil War battles, including First Bull Run, Shiloh, Antietam, Stones River, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, and Nashville.

- Robert E. Lee
-

8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.

8.65 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville.

8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier.

8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency.

8.68 Explain the significance of the 13th, 14th, and 15th

Amendments to the U.S. Constitution.

8.69 Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction.

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.

8.71 Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office

I can

- Explain the significance of Lincoln's Emancipation Proclamation and the Gettysburg Address.

I can

- Explain the role of African-Americans in the Civil War, including Robert Gould Shaw's Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops at Nashville.

I can

- Explain daily life of the common soldier on both sides by analyzing the writings of Confederate soldier Sam Watkins and Union soldier Elisha Hunt Rhodes.

I can

- Explain the deadly conspiracy of John Wilkes Booth, including his assassination of President Lincoln, his capture, and Andrew Johnson's rise to the presidency.

I can

- Memorize the meaning of the 13th, 14th, and 15th Amendments and explain their significance.

I can

- Compare and contrast Lincoln's Ten Percent Plan, Johnson's Plan, and the Radical Republican Plan for Reconstruction.
- Explain the outcome of the implementation of the Radical Republican Plan on the South.

I can

- Explain the changes made to the Tennessee Constitution during Reconstruction and why changes were required to rejoin the Union.

I can

- Explain the political animosity between President Johnson and the Radical Republicans in Congress, including Johnson's

Act and his impeachment.

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.

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.

8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction.

8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction.

veto of the Tenure of Office Act and his subsequent impeachment.

I can

- Explain the restriction of rights and opportunities of freedmen by southern Democrats, including the enactment of black codes and Jim Crow Laws.
- Explain the objective and actions of the Freedmen's Bureau in addressing problems confronted by the newly freed slaves.

I can

- Trace the rise of the Ku Klux Klan, the role of Nathan Bedford Forrest, and its transformation into a militant vigilante group against freedmen, Scalawags, and Carpetbaggers.
- Describe Tennessee Governor William Brownlow's role in punishing secessionists, combating the Ku Klux Klan, and assisting the freedmen.

I can

- Explain the roles of scalawags and carpetbaggers in the South, as well as Democrat Party backlash.

I can

- Explain the significance of the unusual Election of 1876 and the controversy that ensued.
- Explain the ending of Reconstruction by the Compromise of 1877 between President-elect Rutherford B. Hayes and Democrats and moderate Republicans in Congress.