

Oaklands Historic House Museum

Curriculum Standards

Kindergarten - SS

K.27 Scan historic photographs to gain information and arrange in sequential order.

K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.

K.30 Identify & summarize information given through read-alouds or other media about famous people of Tennessee

Kindergarten – Science

GLE 0007.Inq.1 Observe the world of familiar objects using the senses and tools.

GLE 0007.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.

GLE 0007.Inq.3 Explain the data from an investigation.

90007.Inq.1 Use senses and simple tools to make observations.

90007.Inq.3 Communicate understanding of simple data using age-appropriate vocabulary.

90007.Inq.4 Collect, discuss, and communicate findings from a variety of investigations.

GLE 0007.T/E.1 Recognize that natural materials & human-made tools have characteristics that determine their use.

90007.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.

90007.T/E.3 Use tools to measure materials and construct simple products.

First Grade – SS

- 1.1 Explain with supporting details the culture of a specific place, including a student’s community and state.
- 1.2 Define multiculturalism as many different cultures living within a community, state, or nation.
- 1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture.
- 1.15 Recognize basic map symbols, including references to land, water, cities, and roads.
- 1.18 Use cardinal directions on maps.
- 1.21 Describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.
- 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.
- 1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.
- 1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.
- 1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.
- 1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.
- 1.41 Identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.
- 1.42 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.

First Grade – Science

- GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.
- GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.
- GLE 0107.Inq.3 Explain the data from an investigation.
- 90107.Inq.1 Use senses and simple tools to make observations.
- 90107.Inq.3 Communicate understanding of simple data using age-appropriate vocabulary.
- 90107.Inq.4 Collect, discuss, and communicate findings from a variety of investigations.
- GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.
- 90107.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.
- GLE 0107.2.1 Distinguish between living and non-living things in an environment.
- 90107.2.1 Identify the basic characteristics of living things.
- 90107.2.2 Record information about living or non-living objects in local environments.
- 90107.2.3 Sort and classify a variety of living and non-living materials based on their characteristics.

Second Grade – SS

- 2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.
- 2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.
- 2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.
- 2.34 Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.
- 2.35 Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.
- 2.36 Explain the connection between a series of events in United States history. Teachers may choose any events.
- 2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.

Second Grade – Science

- GLE 0207.2.1 Investigate the habitats of different kinds of local plants and animals.
- GLE 0207.2.2 Investigate living things found in different places.
- GLE 0207.2.3 Identify basic ways that plants
- 90207.2.1 Draw or use pictures of a local environment to label the plants and animals.
- 90207.2.2 Investigate ways that plants and animals depend on each other.
- 90207.2.3 Construct a flow chart that and animals depend on each other. Demonstrate how plants, animals, and the environment interact to provide basic life requirements.
- 90207.4.3 Look for similarities in pictures of members from the same human family.
- GLE 0207.5.1 Investigate the relationship between an animal's characteristics and the features of the environment where it lives.
- 90207.5.1 Compare and contrast the characteristics of organisms from two different environments.
- 90207.5.2 Infer the characteristics needed by an organism to survive in a particular environment.

Third Grade – SS

- 3.8 Interpret digital sources and informational text to describe how humans interact with their environment.
- 3.9 Analyze primary / secondary sources, maps, photographs, texts, & artifacts for contradictions, supporting evidence, and historical details.
- 3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade.
- 3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures
- 3.17 Compare and contrast a primary source and secondary source of the same event or topic. (C, H)

Third Grade – Science

- GLE 0307.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.
- 90307.Inq.1 Identify specific investigations that could be used to answer a particular question and identify reasons for this choice.
- SPI 0307.Inq.1 Select an investigation that could be used to answer a specific question.
- 90307.Inq.2 Identify tools needed to investigate specific questions.
- GLE 0307.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.
- 90307.Inq.4 Analyze and communicate findings from multiple investigations of similar phenomena to reach a conclusion.
- GLE 0307.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.
- GLE 0307.Inq.5 Recognize that people may interpret the same results in different ways.
- GLE 0307.Inq.6 Compare the results of an investigation with what scientists already accept about this question.
- 90307.T/E.1 Explain how different inventions and technologies impact people and other living organisms.
- GLE 0307.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.
- GLE 0307.T/E.2 Recognize that new tools, technology, and inventions are always being developed.
- GLE 0307.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.
- 90307.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.
- GLE 0307.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.

Fourth Grade – SS

- 4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian: (C, G, TN)
- 4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw
- 4.58 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)
- 4.61 Describe the characteristics of slave life on plantations across the South. (C, E, P)

Fourth Grade – Science

- GLE 0407.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.
- GLE 0407.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.
- GLE 0407.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.
- GLE 0407.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.
- GLE 0407.Inq.5 Recognize that people may interpret the same results in different ways.
- GLE 0407.Inq.6 Compare the results of an investigation with what scientists already accept about this question.
- GLE 0407.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.
- GLE 0407.T/E.2 Recognize that new tools, technology, and inventions are always being developed.
- GLE 0407.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.
- GLE 0407.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.
- 90407.T/E.1 Explain how different inventions and technologies impact people and other living organisms.
- 90407.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.
- 90407.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.
- 90407.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.
- SPI 0407.T/E.1 Select a tool, technology, or invention that was used to solve a human problem.
- SPI 0407.T/E.2 Recognize the connection between a scientific advance and the development of a new tool or technology.
- GLE 0407.T/E.5 Apply a creative design strategy to solve a particular problem generated by societal needs and wants.
- 90407.Inq.1 Identify specific investigations that could be used to answer a particular question and identify reasons for this choice.
- 90407.Inq.2 Identify tools needed to investigate specific questions.
- 90407.Inq.4 Analyze and communicate findings from multiple investigations of similar phenomena to reach a conclusion.
- SPI 0407.Inq.1 Select an investigation that could be used to answer a specific question.

Fifth Grade – SS

5.1 Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)

5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)

5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century,

5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)

5.7 Determine the meaning of the terms of this period with a visual representation, including: (G, C)

- Union and Confederate States
- Yankees and Rebels
- Blue and Gray
- Johnny Reb and Billy Yank

IN PARTNERSHIP WITH STONES RIVER NATIONAL BATTLEFIELD:

- Union and Confederate States

- Yankees and Rebels

- Blue and Gray

- Johnny Reb and Billy Yank

5.11 Explain the significance and outcome of the major battles and identify their location on a map or visual representation, including Nashville and Battle of Stones River

5.14 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, C)

5.15 Explain the contributions of Tennesseans during the war, including: (H, TN)

- Nathan Bedford Forrest

- Sam Watkins

- Andrew Johnson

- Matthew Fontaine Maury

- Sam Davis

CONNECT OAKLANDS WITH BATTLEFIELD, MAIN STREET/COURTHOUSE, SAM DAVIS HOME, OTHER SITES – HELP STUDENTS SEE AS INTERCONNECTED

5.18 Describe the physical, social, political and economic consequences of the Civil War on the southern United States. (E, G)

5.27 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of the effort, including Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing, the growth of urban areas, and the increase in railroads. (G, E, H, TN)

Fifth Grade – Science

GLE 0507.Inq.1 Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.

GLE 0507.Inq.2 Select and use appropriate tools and simple equipment to conduct an investigation.

GLE 0507.Inq.3 Organize data into appropriate tables, graphs, drawings, or diagrams.

GLE 0507.Inq.4 Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.

GLE 0507.Inq.5 Recognize that people may interpret the same results in different ways.

GLE 0507.Inq.6 Compare the results of an investigation with what scientists already accept about this question.

90507.Inq.1 Identify specific investigations that could be used to answer a particular question and identify reasons for this choice.

90507.Inq.2 Identify tools needed to investigate specific questions.

90507.Inq.3 Maintain a science notebook that includes observations, data, diagrams, and explanations.

90507.Inq.4 Analyze and communicate findings from multiple investigations of similar phenomena to reach a conclusion.

SPI 0507.Inq.1 Select an investigation that could be used to answer a specific question.

GLE 0507.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.

GLE 0507.T/E.2 Recognize that new tools, technology, and inventions are always being developed.

GLE 0507.T/E.3 Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.

GLE 0507.T/E.4 Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.

90507.T/E.1 Explain how different inventions and technologies impact people and other living organisms.

90507.T/E.2 Design a tool or a process that addresses an identified problem caused by human activity.

90507.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.

90507.T/E.4 Evaluate an invention that solves a problem and determine ways to improve the design.

SPI 0507.T/E.1 Select a tool, technology, or invention that was used to solve a human problem.

SPI 0507.T/E.2 Recognize the connection between a scientific advance and the development of a new tool or technology.

GLE 0507.T/E.5 Apply a creative design strategy to solve a particular problem generated by societal needs and wants.

GLE 0507.2.1 Investigate different nutritional relationships among organisms in an ecosystem.

GLE 0507.2.2 Explain how organisms interact through symbiotic, commensal, and parasitic relationships.

90507.2.1 Evaluate producer/consumer, predator/prey, and parasite/host relationships.

90507.2.2 Classify interspecific relationships within an ecosystem as mutualism, commensalism, or parasitism.

90507.2.3 Create a simple model illustrating the interspecific relationships within an ecosystem.

90507.2.4 Analyze basic information from a body of text to identify key issues or assumptions about the relationships among organisms in an ecosystem.

SPI 0507.2.1 Describe the different types of nutritional relationships that exist among organisms.

SPI 0507.2.2 Distinguish among symbiotic, commensal, and parasitic relationships.

SPI 0507.2.3 Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.

Fifth Grade – Science (cont'd)

GLE 0507.3.1 Demonstrate how all living things rely on the process of photosynthesis to obtain energy.

90507.3.1 Identify the cell structures that enable plants to conduct photosynthesis.

SPI 0507.3.1 Identify photosynthesis as the food manufacturing process in plants.

SPI 0507.3.2 Compare how plants and animals obtain energy.

SPI 0507.5.1 Identify physical and behavioral adaptations that enable animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.

Eighth Grade- SS

8.38 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)

8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN) • William Blount • John Sevier • Rocky Mount • Treaty of Holston • Cumberland Gap • River systems • Natchez Trace • Jackson Purchase

8.51 Trace the development of the agrarian economy in the South, the locations of the cotton producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)

8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)

8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)