

Mississippi State Standards for Social Studies

Correlated to CTP Resources and Teacher Resource Links

Utilizing the below schedule would position a Mississippi Catholic school to provide its students with a Catholic perspective on historical events while remaining keyed-in to all five essential content strands of the Social Studies Standards: Civics, Civil Rights, Economics, Geography, and History.

N.B. This document uses content standards and objectives matched to chapters and/or page references in Catholic Textbook Project resources. For broad or far-reaching objectives, illustrative examples may be included to show that the resource supports learning for that particular objective.

Grade Theme		Proposed CTP Resource	Notes from CTP
5th Grade	U.S. History: Pre-Colombian Era to American Revolution	<i>From Sea to Shining Sea</i>	<i>From Sea to Shining Sea</i> is an excellent fit for the 5th Grade standards.
6th Grade	World Geography and Civics	<i>All Ye Lands</i>	Many of the 6th Grade standards can be met using <i>All Ye Lands</i> . While not a Geography or Civics text, <i>AYL</i> contains geographical information in the first chapter as part of the introductory matter for each region or nation covered, and select Civics standards could be illustrated historically or supplementary material provided at teacher discretion.
7th Grade	Early World History – World History from the Pre-Historic Era to the Age of Enlightenment	<i>Light to the Nations I</i>	<i>Light to the Nations I</i> is a good fit for most World History standards, and the physical textbook includes select supplementary chapters drawn from <i>All Ye Lands</i> and <i>Light to the Nations II</i> . This flexibility allows for choice on when to cover select standards over the course of 6th and 7th Grades.
7th Grade Compacted	Early World History – World History from the Pre-Historic Era to the Age of Enlightenment and U.S. History: Exploration through Reconstruction (1877)	(not covered in this correlation document as all standards are already included in expanded form for 7th and 8th Grades)	
8th Grade	U.S. History: Exploration through Reconstruction (1877)	<i>The American Venture</i>	<i>The American Venture</i> is an excellent fit for the 8th Grade U.S. History standards.

5th Grade

U.S. History: Pre-Columbian Era to American Revolution

This course contains all Social Studies Strands, including Civics, Economics, Civil Rights, Geography, and History

Standard	Objectives	From Sea to Shining Sea
5.1 Identify major geographic areas of the world and specifically North America.	1. Map the seven continents and five oceans.	FSSS contains multiple full-color maps, and TRLs also link to online maps and geography resources. Ex: Ch 2 30 (map of the Aztec empire and major cities)
	2. Identify and locate the main mountain ranges, rivers, and other key bodies of water.	
	3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.	
5.2 Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.	1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.	Ex: Ch 2 30 (map of Aztec empire), 36 (map of Inca empire) Ex: Ch 4 72–73 (descriptions of the natives in the eastern half of the North American continent); Ch 4 73 (map of native territories) Ex: Ch 4 77 – inset overview of the Sioux nation
	2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.	
	3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.	
	4. Differentiate the lives and cultures of Native American tribes by region or territory.	
5.3 Analyze the motivations and consequences of the exploration of North America.	1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation.	Maps on Ch 2 41 (Coronado and de Soto); Ch 3 59 (Spanish missions); Ch 4 76 (Dutch); Ch 4 84 (Marquette and Joliet); Ch 5 98 (British) In addition to the narrative accompanying the previously-listed maps, see Ch 2 37–43 (de Soto, Coronado); Ch 4 (French explorers); Ch 5 91–99 (Cabot, Raleigh, Drake). The first years of the Columbian exchange are described in Ch 1–5.
	2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene’ Robert Cavalier, Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin.	
	3. Explain the causes and effects of the Columbian Exchange.	

Standard	Objectives	From Sea to Shining Sea
5.4 Examine the economic, political, and religious reasons for the founding of colonial settlements.	1. Identify the influential leaders (e.g., Willian Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.	All listed names (except Winthrop) appear throughout Ch 5 with appropriate context, in addition to other influential leaders of the early colonies.
	2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).	Ch 9 205 provides a class exercise on understanding indentured servitude. See Ch 2 25; Ch 3 45–47; Ch 5 94 (with map), 118; Ch 6 125; and Ch 13 270 for the early history of slavery in North America.
	3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.	Ch 5 – overview of life and leadership in the British colonies, presented by region
	4. Contrast the views of land use and ownership by Native Americans and colonists.	
5.5 Trace the development of the revolutionary movement in North America.	1. Identify the causes and consequences of the French and Indian War.	Ch 6
	2. Explain the reasons for the American Revolution.	Ch 7
	3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).	
5.6 Explain major events of the American Revolution.	1. Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.).	All names listed, with the exception of Salomon, appear throughout Ch 7 & 8, in addition to other influential revolutionary leaders and thinkers.
	2. Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.).	Ch 7 152–156 (Lexington and Concord); Ch 8 161–164 (Bunker Hill), 175 (Saratoga), 181–183 (Yorktown) Maps on Ch 8 163, 180 TRL Ch 7 (Lexington and Concord battle); TRL Ch 8 (Bunker Hill, Saratoga, Yorktown)
	3. Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution.	Ex: Ch 8 170 (Flora McDonald inset)

Standard	Objectives	From Sea to Shining Sea
(cont.) 5.6 Explain major events of the American Revolution.	4. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress.	Ch 7 & 8 – actions by the first organized groups within the colonies and nascent revolutionaries
	5. Explain the colonial victory of the American Revolution.	Ch 7 & 8 and associated activities support this objective.
	6. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States.	See Ch 9 191 for Treaty of Paris and Ch 10 214 for some of its later effects.
5.7 Examine the development of the founding documents of the United States.	1. Analyze the principles of the Declaration of Independence and the purpose of government.	Ch 8 166, 168–169
	2. Analyze the shortcomings of the Articles of Confederation.	Ch 9 189–193
	3. Explain how the Northwest Ordinance influenced the framers of the Constitution.	Ch 10 269, 277
	4. Identify significant attendees of the Constitutional Convention.	Ch 9 192–196
5.8 Examine the development of the Constitution of the United States.	1. Identify key political members of the Federalists and Anti-Federalists.	Ch 9 (“How We Got Our Constitution”)
	2. Contrast the ideology of Federalists from that of the Anti-Federalists.	
	3. Describe the plans and compromises that contributed to the creation of the Constitution.	
	4. Evaluate the features of the Bill of Rights.	
	5. Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights.	
	6. Compare and contrast the three branches of government.	

Standard	Objectives	<i>From Sea to Shining Sea</i>
5.9 Recognize symbols, customs, and celebrations representative of the United States.	1. Define symbols and customs.	<p>Ex: Ch 12 260–262 – Star Spangled Banner & flag</p> <p>Ch 9 197 – Preamble</p> <p>General historically significant events and people are covered throughout <i>FSSS</i> to support this learning objective.</p>
	2. Identify school, community, state, and national symbols (e.g., United States flag, American eagle, etc.).	
	3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism.	
	4. Explain historically significant people and events that shaped America (e.g., our first president, etc.).	
5.10 Identify United States and individual states on a globe and a map.	1. Identify the United States on a map.	<p><i>FSSS</i> has many full-color maps of the whole U.S. and of particular regions which support this learning objective. The TRL also contain multiple maps and geography connections.</p>
	2. Identify and label each of the 50 states on a map.	

6th Grade

World Geography and Civics

Standard	Objectives	All Ye Lands
6.1 Describe the world using the tools of geography including maps, globes, and technological representations.	1. Demonstrate the use of map essentials (e.g., directions, latitude and longitude, globes, maps, etc.).	Ch 1 1–8 (including direction & maps) (“Introduction to Geography”)
	2. Interpret global connections by using maps to form a geographic spatial perspective.	Ch 1 4 – qualities of globes and flat maps
	3. Explain how experiences and cultures influence perceptions and help people create mental maps.	Ch 1 1 – introductory material about how a grasp of geography helps imagine and understand history and culture
6.2 Identify geographic patterns in the environment that result from the processes of Earth’s physical systems.	1. Define atmosphere, biosphere, lithosphere, and hydrosphere.	
	2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.	Ch 1 16–19 – introduction to Earth-Sun relationships and weather/temperature patterns
	3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them.	Ch 1 11–16 – survey of natural environments & the cultures and human activities they support
	4. Investigate ways humans change their environments.	Ex: See irrigation concept introduced on Ch 1 16 and explained on Ch 2 29 as a way that people controlled an aspect of their environment to benefit from it.

Standard	Objectives	All Ye Lands
6.3 Analyze how regions are used to describe the organization of the Earth's surface.	1. Define formal, functional, and perceptual regions.	The discussion about regions and climate zones in Ch 1 can support understanding of these specific terms (beyond text).
	2. Identify physical and human features used as the criteria for establishing each type of region.	Ch 1 – different ways to distinguish regions based on latitude, climate, altitude, etc.
	3. Identify the formal world regions.	Ch 1 8–9 – discussion of continents can support movement toward this objective
	4. Differentiate the formal regions by their main characteristics.	
6.4 Analyze the concept, usage, and value of natural resources.	1. Characterize and differentiate renewable and non-renewable resources.	
	2. Identify important resources in the contemporary world and their usage.	
	3. Construct maps showing major deposits of important resources (e.g., continents, oceans, major landforms, trade routes on maps, etc.).	AYL contains multiple full-color maps connecting modern regions with historical events. Ex: Ch 14 324–326 (three different maps of Russia) – highlights the interplay of geography, political boundaries, & natural resources (rivers)
	4. Analyze the impact of globalization on modern economic interactions.	
6.5 Evaluate how places gain meaning.	1. Describe the distinguishing physical and human characteristics of the United States and other countries.	Ch 15 – broad survey of North America
	2. Investigate how people bring meaning to places when they live in a location.	Many examples throughout text. Ex: Ch 3 47–53 – the Israelite people & their relationship to the lands of Egypt and Canaan
	3. Describe how places impact personal, community, national identities, and culture.	Ex: Ch 5 98 (inset) – Tiber River & the story of Horatius at the bridge Ex: Ch 8 184 – pilgrimages & sacred locations
	4. Explain how place-based identities can create stereotypes.	

Standard	Objectives	All Ye Lands
<p>6.6 Describe the characteristics and causes of human population changes and migration.</p>	<p>1. Identify the spatial patterns of population distribution and density.</p>	<p>Outside scope of text. Teacher could opt to use geography materials in TRL Ch 1 to expand discussion for these specific objectives.</p>
	<p>2. Explain how physical and human factors impact the population of a place.</p>	
	<p>3. Identify major migration patterns in the United States and the world.</p>	
	<p>4. Examine the push/pull factors that drive the major migration patterns of the United States and the world.</p>	
<p>6.7 Describe the patterns of human settlements and the factors that contribute to their formation.</p>	<p>1. Classify spatial patterns of settlement, including types, sizes, and models.</p>	<p>Outside scope of text. Teacher could opt to use geography materials in TRL Ch 1 to expand discussion for these specific objectives.</p>
	<p>2. Explain why some locations are more conducive for settlement than others.</p>	
	<p>3. Describe the relationship between settlement patterns and the location of resources.</p>	
<p>6.8 Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.</p>	<p>1. Identify and describe ways in which humans modify the physical environment.</p>	<p>Outside scope of text. Teacher could opt to use geography materials in TRL Ch 1 to expand discussion for these specific objectives.</p>
	<p>2. Explain how people use technology to access resources.</p>	
	<p>3. Assess the opportunities and constraints for human activities created by the physical environment.</p>	
	<p>4. Locate environmental hazards and the proximity of human populations.</p>	
	<p>5. Describe how people respond to natural hazards.</p>	

Standard	Objectives	All Ye Lands
6.9 Analyze how sovereign nation-states interact with one another.	1. Define state, country, and nation-state.	<p>Launchpads available through AYL for discussion about this standard.</p> <p>Ex: Ch 4 73–78 – Greek city-states</p> <p>Ex: Ch 8 196–197 – evolution from French feudalism to nation-state</p>
	2. List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations.	
	3. Locate and describe different types of territorial divisions.	
	4. Identify political boundaries that are based on physical and human factors.	
	5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.	
	6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.	
6.10 Examine the ways governments are organized.	1. Identify and give examples of governments with rule by one, few, or many.	<p>Multiple examples could be used from AYL to support this standard.</p> <p>Ex: Ch 4 – different governments of the Greek city-states</p>
	2. Compare the ways other sovereign nation-states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function.	Ch 10 252–254 – China’s shift from imperialism to communism
	3. Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic.	<p>Ch 4 73–78</p> <p>Ch 5 99–105</p>
6.11 Describe the difference between limited and unlimited government.	1. Describe examples of limited and unlimited government.	<p>These standards would not be addressed directly by AYL but would be covered very satisfactorily in TAV (recommended for 8th Grade) Ch 6.</p>
	2. Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution, Bill of Rights, Civil Rights, Americans with Disabilities Act, etc.).	
	3. Explain reasons for limiting the power of governments.	
	4. Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.	

Standard	Objectives	<i>All Ye Lands</i>
6.12 Analyze the rights and responsibilities of American citizenship.	1. Define U.S. citizenship.	Outside scope of text.
	2. Examine the naturalization process (e.g., the citizenship exam, etc.).	
	3. Describe being an informed citizen.	
	4. Explain the rights and responsibilities of citizenship.	
	5. Plan ways a citizen can participate at the local, state, and national level.	
6.13 Examine the challenges of civic engagement in the contemporary world.	1. Define civic.	Outside scope of text.
	2. Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision making.	
	3. Assess how growing concerns about security have impacted civil liberty protection.	
6.14 Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.	1. Define civil and citizenship.	Outside scope of text.
	2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world.	
	3. Compare and contrast human rights and liberties of other sovereign nation-states to those in American founding documents.	
	4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights.	
6.15 Explain the geographic patterns of economic interactions.	1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries.	Outside scope of text.
	2. Define the factors of production.	

Standard	Objectives	All Ye Lands
(cont.) 6.15 Explain the geographic patterns of economic interactions.	3. Illustrate traditional, command, and market economic systems.	Outside scope of text.
	4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions.	
	5. Applying the concept of the basic economic questions contrast modern economic interactions with those from the past.	
	6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods.	
	7. Compare and contrast economic and social metrics of various countries (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.).	
6.16 Formulate an understanding of the cultural regions of the world: <ul style="list-style-type: none"> • Western Europe • Eastern Europe • North America • Latin America • South Asia • East Asia • Middle East • North Africa • Sub-Saharan Africa • Oceania 	1. Explain the characteristics and development of culture.	AYL is subtitled “Origins of World Cultures,” and the overall goal of the book is to provide insight into what, why, and how peoples build and transmit cultures.
	2. Describe the major aspects of culture (e.g., religion, beliefs, languages, practices, art, architecture, behaviors, etc.).	
	3. Explain the significance of religious holidays and observances.	Ex: Ch 8 184 – liturgical calendar in Medieval Europe and its significance for daily life
	4. Explain how culture changes as it is passed from one generation to the next.	Ex: Ch 11 269–270 – Christianity, Japan, and cultural shifts
	5. Investigate patterns of cultural diffusion.	Ex: Ch 7 – how Islam spread throughout the 8th and 9th centuries
	6. Investigate how food relates to geography and cultural diffusion.	The “Let’s Eat!” feature/activity at the end of each chapter in AYL connects students to cultures, peoples, and historical periods.
	7. Identify then contrast the major culture regions around the world to cultures within United States.	Teacher will find adequate material throughout AYL for the global culture aspect of this contrast exercise and may choose to supplement for contemporary United States culture(s).

7th Grade

Early World History – World History from Pre-Historic Era to the Age of Enlightenment

Standard	Objectives	AYL and LTN1
7.1 Investigate the development of civilization in the Nile River Valley.	1. Evaluate how the physical features of Egypt influenced the development of civilization.	AYL Ch 2 35–36 (including map on 36)
	2. Analyze how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, mummification, etc.).	AYL Ch 2 38–42
	3. Describe the unique features of ancient Egyptian culture and social class structure.	AYL Ch 2 35–45 TRL Ch 2 – Ancient Egypt
	4. Explain the power structure of the ancient Egyptian government.	AYL Ch 2 42
	5. Evaluate the significance of the discovery of the Rosetta Stone.	AYL Ch 2 39 (inset)
	6. Trace the influence of trade on the development of Egypt.	AYL Ch 2 45 – Egypt’s cultural exchange
7.2 Examine the development of civilization in the river valleys of China.	1. Summarize the influence of geographical features on the development of ancient China.	AYL Ch 10 229–231 LTN1 Suppl Ch 558–559 (“China: The Middle Kingdom”)
	2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism.	AYL Ch 10 235–236, 240 LTN1 Suppl Ch 559–560 (“China: The Middle Kingdom”)
	3. Describe various aspects of Chinese culture, including language, art, architecture, and social class.	AYL Ch 10, broadly LTN1 Suppl Ch 558–575, broadly (“China: The Middle Kingdom”)

Standard	Objectives	AYL and LTN1
(cont.) 7.2 Examine the development of civilization in the river valleys of China.	4. Explain the evolution of imperial government of China.	AYL Ch 10 236–247 LTN1 Suppl Ch 560–572 (“China: The Middle Kingdom”)
	5. Discuss the creation of the Great Wall.	AYL Ch 10 231, 236–237 (photo of Great Wall) LTN1 Suppl Ch 560–561 & 575 (questions on class or individual exploration) (“China: The Middle Kingdom”)
	6. Trace the influence of trade on the development of China.	AYL Ch 10 231, 239, 240–243 (including inset on Marco Polo), 245 LTN1 Suppl Ch 558–575 (“China: The Middle Kingdom”)
7.3 Analyze the development of civilization in Indus Valley.	1. Explain the influence of geographical features on the development of ancient Indus River Valley.	AYL Ch 12 275–279 (including map on 276)
	2. Analyze the influence of Hinduism on Indian culture and social practices.	AYL Ch 12 283–287
	3. Describe various aspects of Indian culture, including language, art, and architecture.	AYL Ch 12
	4. Analyze the power held by each class of the Indian caste system.	AYL Ch 12 282
	5. Trace the influence of trade on the development of Indus River Valley.	AYL Ch 12 282, 287, 292, 296
7.4 Analyze the development of civilizations in ancient Greece.	1. Assess the influence of geographical features on the development of ancient Greece.	AYL Ch 4 69–71
	2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives.	AYL Ch 4 71–73
	3. Describe various aspects of Greek culture including the development of language, art, architecture, social class, and philosophy.	AYL Ch 4 73–92

Standard	Objectives	AYL and LTN1
(cont.) 7.4 Analyze the development of civilizations in ancient Greece.	4. Compare and contrast the monarchy, oligarchy, and democracy of ancient Greece.	AYL Ch 4 73–77
	5. Compare and contrast Athens and Sparta.	AYL Ch 4 73–77
	6. Trace the influence of trade on the development of Greece.	AYL Ch 4 78 (map), 79–93
7.5 Examine the history of ancient Rome.	1. Explain how the geographical features of the Italian Peninsula influenced the development of ancient Rome.	AYL Ch 5 95–97
	2. Analyze how religion impacted the daily lives of the Romans.	AYL Ch 5 97–101
	3. Describe Roman culture, including art, language, social class, and recreation.	AYL Ch 5 97–110
	4. Contrast the monarchy, republic, and empire of Rome.	AYL Ch 5 LTN1 Ch 2 – imperial Rome
	5. Trace the influence of trade on the development of Rome.	AYL Ch 5 101–102 LTN1 Ch 2 49
7.6 Evaluate the development of sub-Saharan civilizations in East, South, and West Africa.	1. Explain how the geographical features of sub-Saharan Africa influenced the development of civilization.	AYL Ch 13 299–305 LTN1 Suppl Ch 588–590 (“Africa: The Enduring Continent”)
	2. Analyze the origins and foundational beliefs of traditional African religions.	AYL Ch 13 306–318 LTN1 Suppl Ch 592–596 (“Africa: The Enduring Continent”)
	3. Analyze the influence of Islam on the civilizations of sub-Saharan Africa.	AYL Ch 13 306, 309–312 LTN1 Suppl Ch 596–597 (“Africa: The Enduring Continent”)
	4. Describe various aspects of culture, including art, architecture, and class structure in sub-Saharan Africa.	AYL Ch 13 312–321 LTN1 Suppl Ch 594–599 (“Africa: The Enduring Continent”)

Standard	Objectives	AYL and LTN1
(cont.) 7.6 Evaluate the development of sub-Saharan civilizations in East, South and West Africa.	5. Explain how the civilizations of sub-Saharan Africa were governed.	AYL Ch 13 312–321 LTN1 Suppl Ch 594–599 (“Africa: The Enduring Continent”)
	6. Trace the influence of trade on the development of sub-Saharan Africa.	AYL Ch 13 312–321 LTN1 Suppl Ch 594–599 (“Africa: The Enduring Continent”)
7.7 Examine the developments of early world religions and philosophies.	1. Compare and contrast animism, monotheism, and polytheism.	AYL provides excellent historical background for this standard. (Ex: Ch 2 42) LTN1 likewise contains requisite background material. (Ex: Ch 7 172)
	2. Explain the origins and foundational beliefs of Hinduism, Judaism, Buddhism, Christianity, and Islam.	All major religions are covered throughout AYL. See especially Ch 3 (Judaism); Ch 6 (Christianity); Ch 7 (Islam); Ch 10 (Buddhism); Ch 12 (Hinduism).
	3. Trace the spread of Hinduism, Judaism, Buddhism, Christianity, and Islam across the globe.	LTN1 Ch 1 – intro to Christianity LTN1 Ch 7 – intro to Islam LTN1 Suppl Ch 558–575 (“China: The Middle Kingdom”) – intro to Buddhism
7.8 Assess the Middle Ages and the emergence of nation-states in Europe.	1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states.	AYL Ch 8 180–182 LTN1 Ch 9
	2. Analyze the effects of the Magna Carta on the feudal system.	AYL Ch 8 195 LTN1 Ch 11 282, 291–292
	3. Describe how the Magna Carta led to the development of a representative government in England.	LTN1 Ch 12 315, 335
	4. Describe the events of the Crusades.	AYL Ch 8 187–189 LTN1 Ch 12 LTN1 TRL Ch 12
	5. Evaluate the Crusades’ lasting effects on Europe.	LTN1 Ch 12 322 and Ch 13 as a contrast/ effect

Standard	Objectives	AYL and LTN1
(cont.) 7.8 Assess the Middle Ages and the emergence of nation-states in Europe.	6. Examine the role and influence of the Roman Catholic Church in medieval Europe.	AYL Ch 8; Ch 9 207–213 LTN1 Ch 11–13
	7. Analyze the economic, political, and social effects of the plague on Europe.	AYL Ch 8 205–205 LTN1 Ch 14 374
7.9 Investigate the impact of the Renaissance and the Reformation on Europe.	1. Explain the influence of humanism on the development of the Renaissance.	AYL Ch 9 211 LTN1 Ch 16 414–418
	2. Identify key figures of the Renaissance including their accomplishments in the arts, music, literature, and architecture.	AYL Ch 9 LTN1 Ch 16 – key figures & accomplishments
	3. Explain the causes, events, and points of contention of both the Reformation and the Counter Reformation.	AYL Ch 9 213–218 LTN1 Ch 17 LTN1 TRL Ch 17
	4. Evaluate how the Renaissance influenced the development of trade.	AYL Ch 9 – European trade AYL Ch 10 245–250 (China) & Ch 11 269–270 (Japan) – Renaissance trade LTN1 Ch 16 419, 436

8th Grade

U.S. History: Exploration through Reconstruction (1877)

Standard	Objectives	<i>The American Venture</i>
8.1 Examine major aspects of the development of the United States from Exploration to 1754.	1. Trace explorers' routes to the New World.	Ch 1 Maps on Ch 1 5, 6, 10, 16
	2. Explain the development and impact of the Columbian Exchange.	Connections throughout Ch 1 & 2 Ex: Ch 2 10–11 – Spanish settlement of La Florida
	3. Identify the economic, political, and religious reasons for founding the Thirteen Colonies.	Ch 2 23–40
	4. Describe how the English Bill of Rights, Mayflower Compact, and Virginia House of Burgesses led to the English Colonial idea of self-government.	Ch 2 24, 28–29, 32
	5. Examine the diversity that emerged from the establishment of Colonial America.	Ex: Ch 2 32 (founding of Maryland), 35–37
	6. Describe the social structures that formed in the various colonies including the role of indentured servitude and slavery.	Ch 2 30, 32
	7. Describe the relationships between the various Native American and colonial groups.	Ch 2 26 (inset), 29
8.2 Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.	1. Analyze the causes and consequences of the French and Indian War.	Ch 3 47–51
	2. Recognize the major reasons for English taxes after the French and Indian War and colonial responses from 1763–1774 (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.).	Ch 3 49–51
	3. Identify key figures in the Revolutionary Era and their influence on the movement (e.g., George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.).	Ch 3 & 4 – key Revolutionary figures (including mentioned examples, except Attucks)

Standard	Objectives	<i>The American Venture</i>
(cont.) 8.2 Evaluate the key people, factors and events which led to the American Revolution and the establishment of the United States government.	4. Compare and contrast the decisions of the first and second Continental Congresses.	Ch 3 51–53
	5. Explain the historical and present-day significance of the Declaration of Independence.	Ch 3 54–55
	6. Examine the immediate events that led to the first shot of the Revolutionary War (e.g., Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, etc.).	Ch 3 49–54 TRL Ch 3 (historian explains the Stamp Act)
	7. Examine the significance of the major battles in the Revolutionary War (e.g., Lexington and Concord, Bunker Hill, Quebec, Charleston, Valley Forge, Cowpens, etc.).	Ch 3 51–54 Ch 4 61–65
	8. Evaluate the terms of the Treaty of Paris, 1783.	Ch 4 65
8.3 Examine the development of the Constitution of the United States of America.	1. Describe the powers given to the Continental Congress by the Articles of Confederation.	Ch 4 68–70
	2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution.	Ch 4 68–72 Ch 5 78–79
	3. Identify the major compromises at the Constitutional Convention.	Ch 5 79–86
	4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches.	Ch 6 91–108
	5. Describe the process of a bill becoming a law.	Ch 6 95
	6. Describe the compromises between Federalists and Anti-Federalists that led to the creation of the Bill of Rights.	Ch 7
8.4 Analyze the challenges and central ideas involved in creating the new nation.	1. Evaluate the differences in political opinions that led to the formation of political parties.	Ch 5 83–84 Ch 8 133–135
	2. Examine the lasting influence of George Washington as the first President of the United States.	Ch 7 Ch 8 133 TRL Ch 7 (Washington)

Standard	Objectives	<i>The American Venture</i>
(cont.) 8.4 Analyze the challenges and central ideas involved in creating the new nation.	3. Analyze the impact of President George Washington’s <i>Farewell Address</i> on the presidency of the United States.	Ch 8 133
	4. Analyze the significance of early Supreme Court cases and explain their impacts on the United States (e.g., <i>Marbury vs Madison</i> (1803), <i>McCulloch vs Maryland</i> (1819), <i>Dartmouth College vs Woodward</i> (1819), <i>Worcester vs Georgia</i> (1832), etc.).	Ch 8 140–141 Ch 8 175
	5. Examine the development and impact of early foreign policy decisions on the United States (e.g., French Revolution, Neutrality Proclamation, War of 1812, etc.).	Ch 8 & 9
	6. Examine the development and impact of the Jacksonian Era (e.g., Corrupt Bargain, Democratic Party Bank War, Nullification Crisis, etc.).	Ch 9 – Jacksonian era
8.5 Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.	1. Evaluate the reasoning behind the Louisiana Purchase.	Ch 9 141, 143 (map)
	2. Discuss the significance of the Lewis and Clark Expedition.	Ch 9 142–144
	3. Describe the purpose and challenges of Manifest Destiny.	Ch 10 provides background necessary for these standards. See especially Ch 10 187–189, 194.
	4. Analyze the political, religious, and economic incentives of Manifest Destiny.	
	5. Summarize Andrew Jackson’s role in the expansion of the United States (e.g., Jacksonian Era, “Corrupt Bargain”, Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc.).	Ch 9 167–172
	6. Examine the motivations and consequences of the Indian Removal Act (e.g., Cherokee “Trail of Tears”, etc.).	Ch 9 171–172
8.6 Interpret the causes, effects, and challenges of the Industrial Revolution.	1. Summarize the beginning of the Industrial Revolution in the United States.	Ch 11 195–201, 208–209
	2. Identify key people and their contributions to the Industrial Revolution.	Ex: Ch 11 203; Ch 16 309–311, 316
	3. Trace the development of transportation and communication systems during the Industrial Revolution.	Ch 11 198–200

Standard	Objectives	<i>The American Venture</i>
(cont.) 8.6 Interpret the causes, effects, and challenges of the Industrial Revolution.	4. Compare and contrast the cultural, religious, and social impact of the Industrial Revolution on America.	Ch 11, throughout Ex: Ch 11 204 – Catholic schools in early Industrial Revolution Ex: Ch 11 205–206 – Temperance movement and early feminism
	5. Assess how geography influenced the location of factories.	Ch 11 210–211
8.7 Evaluate the impact of social and political reforms on the development of American society.	1. Examine abolitionists' role in bringing attention to the impact of slavery on the nation (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.).	Ch 12 221–224
	2. Examine the actions of enslaved people to resist the institution of slavery (e.g., Negro Spirituals, Harriet Tubman, Nat Turner rebellion, etc.).	Ch 12 223 TRL Ch 12 (Douglass' autobiography & recordings of interviews with former slaves)
	3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (e.g., "all men are created equal, that they are endowed by their Creator with certain unalienable Rights", etc.).	Ch 3 54–55 Ch 12 231, 235
	4. Examine leaders of the Women's Suffrage Movement and their goals and strategies (e.g., Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.).	Ch 11 206 Ch 18 390–391
8.8 Assess the social and economic conflicts between the North and South that led to the American Civil War.	1. Trace the origins and development of slavery in the United States.	Ch 1 21–22 Ch 2 33 Ch 4 71 Ch 10 189 Ch 11 214–216
	2. Describe the impact of the Industrial Revolution in northern states.	Ch 11 197–210
	3. Evaluate the importance of agriculture in southern states.	Ch 11 210–216
	4. Analyze the impact of the cotton gin on all social classes.	Ch 9 164
	5. Examine impact of slavery on the nation's political, social, religious, economic, and cultural development.	Ch 11 214–216 Ch 12 222–225

Standard	Objectives	The American Venture
(cont.) 8.8 Assess the social and economic conflicts between the North and South that led to the American Civil War.	6. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife (e.g., Missouri, Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Underground Railroad, Dred Scott, etc.).	Ch 9 163–164 Ch 12 225, 228, 230–231 Ch 14 268
8.9 Identify key people and evaluate the significant events of the American Civil War.	1. Analyze the reasons for the Civil War (e.g., slavery, states' rights, etc.).	Ch 12
	2. Examine key battles and plans which shaped decisions for the North and the South (e.g., Fort Hood, First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc.).	Ch 13 TRL Ch 13 – key battles
	3. Identify significant political and military leaders from the North and the South and examine their contributions.	Ch 13, throughout
	4. Evaluate the contributions of women, African Americans, and other minority groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.).	Ch 13 254 – Black soldiers Ch 13 252 – immigrant soldiers Ch 13 246 – Catholics
	5. Analyze the factors that led to the Northern victory of the Civil War (e.g., total war, industrial, population, resources, technological advantages, etc.).	Ch 13 253–261
	6. Analyze key government documents and actions of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, draft laws, etc.).	TRL Ch 13 (Lincoln's Second Inaugural Address; Sherman's letter to Grant; Gettysburg Address)
8.10 Analyze the Reconstruction efforts in the post-Civil War United States.	1. Compare congressional and presidential Reconstruction plans.	Ch 14 269–276 TRL Ch 14 – 13th–15th Amendments
	2. Analyze southern resistance to Reconstruction reforms (e.g., Black Codes, Jim Crow Laws, Ku Klux Klan, etc.).	Ch 14 274–276
	3. Trace the economic changes in the post-Civil War South (e.g., Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction, etc.).	Ch 14 269–276, 280–281
	4. Examine the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty for more Americans.	Ch 14 272–273, 278 TRL Ch 14 – 13th–15th Amendments
	5. Identify the significance of the impact of the Compromise of 1877.	Ch 14 280–281