

People of the Earth

Correlated Standards by Grade

Last Updated: 2026

IMPORTANT: Our classes have a base curriculum that can vary based on instructor, and some activities that match the standards below may not be taught. Please let us know if there is a standard below you would like us to focus on, and we will tailor our classes to make sure we address it!

Alabama Course of Study (ACOS)

2nd Grade

Social Studies

SS.2.14 Explain how and why people have moved into and within the United States.

- SS.2.14a Describe the experiences of groups that have migrated to and within the United States throughout history.

SS.2.15 Identify and summarize legends, stories, and songs that contributed to the cultural fabric of the United States.

3rd Grade

Social Studies

SS.3.7 Compare and contrast the roles of anthropologists, archaeologists, and paleontologists.

SS.3.8 Describe Indigenous cultures, governments, and economies in the Southeast prior to European colonization.

- SS.3.8a Identify changes that took place in prehistoric/pre-contact cultures in the Southeast between the Paleo, Archaic, Woodland, and Mississippian periods.
- SS.3.8b Describe key characteristics of different tribes in Alabama in the Mississippian Period, contrasting social customs, political organization, and religious practices.

SS.3.10 Explain why interactions and conflicts occurred between Europeans and Indigenous peoples in the Southeast from 1519 to the early 1700s, including differing beliefs regarding culture, land use and ownership, religion, and trade.

4th Grade

Social Studies

SS.4.12 Explain how the growth of the United States from 1812 to 1860 changed economic and social life in Alabama.

- SS.4.12c Explain how the Indian Removal Act (1830), Second Creek War (1836) and economic policies affected the lives, rights, and territories of the Muscogee Creek, Cherokee, Choctaw, Chickasaw, and Seminole tribes.

6th Grade

Social Studies

SS24.6.1 Describe major Indigenous societies in North America prior to European contact.

SS24.6.3 Describe the effects of European expeditions and colonization on the economic, geographic, and social conditions of Indigenous peoples during the fifteenth through eighteenth centuries in North America.

7th Grade

Science

SC.7.8 Construct an explanation that predicts patterns of interactions between and among organisms in different ecosystems. (CCC: Cause and Effect)

Social Studies

SS.7.1 Describe the world in spatial terms, using maps and other geographic representations, tools, and geospatial technologies.

- SS.7.1b Use physical, political, and special-purpose maps to identify the distribution of people, location of places, and classification of physical features.
- SS.7.1c Utilize maps to explain relationships among people and places, including governmental alliances, immigration patterns, and trade patterns.

SS.7.2 Analyze how human interaction with the environment, location, movement, place, and region affect cultural, economic, and social conditions for those living in a geographic area.

SS.7.4 Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

- SS.7.4a Differentiate among primary, secondary, and tertiary sources in how they are used to study both history and geography.

SS.7.5 Explain common patterns that emerged in the shift from hunter-gatherer societies to permanent settlements in different regions of the world, including types and sizes of settlements.

SS.7.10 Describe cultural and economic characteristics of early Indigenous peoples in North and South America, including civilizations in Mesoamerica, the Andes, and the Mississippi River Valley.

- SS.7.10b Compare and contrast the development of agriculture in the Americas with agricultural practices in other early civilizations.

8th Grade

Social Studies

SS.8.6 Describe key aspects and figures of Indigenous societies during the Postclassic Period in Mesoamerica and the Andean region and the Mississippian Period in North America, including the Maya, Aztec, and Inca civilizations.

- SS.8.6a Analyze how geographic and environmental factors led to the location and growth of Indigenous societies.
- SS.8.6b Describe technological and engineering achievements of Indigenous societies.

SS.8.11 Explain the motivations for exploration by European nations.

- SS.8.11c Analyze the consequences of initial contact between Europeans and Indigenous peoples in the Americas.

Mississippi College- and Career-Readiness Standards

5th Grade

Social Studies

5.2. Investigate the people and ways of life of North America and Caribbean Basin prior to the Colombian Era.

- 5.2.1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.
- 5.2.2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.
- 5.2.3. Determine how tribes in different regions used their environment to obtain food, clothing, and shelter.

6th Grade

Social Studies

6.9. Analyze how sovereign nation-states interact with one another.

- 6.9.5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.
- 6.9.6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.

7th Grade

Social Studies

7C.8. Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.

- 7C.8.6. Examine the motivations and consequences of the Indian Removal Act.

8th Grade

Social Studies

8.5. Interpret the geographical, social, and political causes, effects, and challenges of westward expansion.

- 8.5.6. Examine the motivations and consequences of the Indian Removal Act (e.g. Cherokee “Trail of Tears,” etc.)