

People of the Earth

Correlated Standards by Grade

Last Updated: 2024

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)

4th Grade

Social Studies

SS.4.2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

2c. Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture.

SS.4.3. Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

3a. Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.

SS.4.4. Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.

4a. Identifying natural resources of Alabama during the early nineteenth century

5th Grade

Social Studies

SS.5.3 Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.

3a. Locating on a map American Indian nations according to geographic region.

SS.5.10 Describe political, social, and economic events between 1803 and 18060 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.

10c. Identifying Alabama's role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears.

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 - Geography

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

7c. Utilizing maps to explain relationships and environments among people and places, including trade patterns, governmental alliances, and immigration patterns

7e. Categorizing the geographical organization of people, places, and environments using spatial models.

SS.7.8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.

8a. Identifying political boundaries based on physical and human systems.

8c. Describing the eruption of territorial conflicts over borders, resources, land use, and ethnic and nationalistic identity.

SS.7.11. Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.

11a. Evaluating various cultural viewpoints regarding the use or value of natural resources.

Social Studies - Civics

SS.7.7. Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.

8th Grade

Social Studies

SS.8.1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

SS.8.2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

SS.8.14. Describe key aspects of pre-Columbian cultures in the Americas, including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.

8a. Locating on a map sites of pre-Columbian cultures.

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 Columbian Era.

2.1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.

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.

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.

9.5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.

9.6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.

7th Grade

Social Studies - Compacted

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

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.

5.6. Examine the motivations and consequences of the Indian Removal Act (e.g. Cherokee "Trail of Tears," etc.)