

# People of the Earth

## Correlated Standards by Grade

### Grade 2

#### **MSF**

##### *Mississippi Social Studies*

- 2. Understand the locations of people, places, and environments and describe their characteristics.
- 5. Understand the unique characteristics of a variety of communities and cultures.

#### **TASS**

##### *Tennessee Social Studies*

- 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.
- 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

#### **GSE**

S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.

##### *Georgia Social Studies*

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.

### Grade 3

#### **NGSS**

3-LS2-1. Construct an argument that some animals form groups that help members survive.

#### **TASS**

##### *Tennessee Social Studies*

- 3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.
- 3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade.
- 3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.

#### **GSE**

S3L2. Obtain, evaluate, and communicate information about the effects of pollution and humans on the environment.

### *Georgia Social Studies*

SS3E1 The student will describe the four types of productive resources

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

### **GPS**

S3L2. Students will recognize the effects of pollution and humans on the environment.

### **C3F**

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and peoples' perspectives at the time.

D2.His.14.3-5. Explain probable causes and effects of events and developments.

D2.His.16.3-5. Use evidence to develop a claim about the past.

## **Grade 4**

### **MSF**

4.ES.4.D. Describe how human activities have decreased the capacity of the environment to support some life forms.

### *Mississippi Social Studies*

5. Understand how geographic and environmental factors influence life and work.

6. Understand diversity in Mississippi.

### **TASS**

4.ESS3.2. Create an argument, using evidence from research, that human activity can affect the land and ocean in positive and/or negative ways.

### *Tennessee Social Studies*

- 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, including: (C, TN)

## **GSE**

### *Georgia Social Studies*

- SS4H1 The student will describe how early Native American cultures developed in North America.
- SS4G2 The student will describe how physical systems affect human systems.

## **C3F**

- D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.
- D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
- D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.
- D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- D2.His.2.3-5. Compare life in specific historical time periods to life today.
- D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.14.3-5. Explain probable causes and effects of events and developments.

## **Grade 5**

## **MFS**

### *Mississippi Social Studies*

1. Understand the people, events, and types of government associated with the development of the United States.
5. Understand the contributions of the various cultures represented in pre-Columbian through colonial America.

## **GPS**

- S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

### **C3F**

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

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D2.His.14.3-5. Explain probable causes and effects of events and developments.

## **Middle School**

### **NGSS**

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

### **ACOS**

SC.7.6. Analyze and interpret data to provide evidence regarding how resource availability impacts individual organisms as well as populations of organisms within an ecosystem.

ES.HS.6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.

6.ESS.4.G. Research and cite evidence of current resources in Earth's systems.

7.ESS.4.A. Justify the importance of Earth materials to humans.

### **ALEX**

#### **7th Grade**

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

9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.

10. Explain how human systems develop in response to environmental conditions.

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

12. Explain ways geographic features and environmental issues have influenced historical events.

#### **8th Grade**

1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.
2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.
14. Describe key aspects of pre-Columbian cultures in the Americas including...North American tribes.

## **MFS**

6.LS.3.A. Describe and predict interactions (among and within populations) and the effects of these interactions on population growth that include the effects on available resources.

### *Mississippi Social Studies*

7th Grade

1. Understand the biological and cultural processes that shaped the earliest human communities.

8th Grade

2. Understand how technology, geography, and social conflict has impacted the development of the United States.

## **TASS**

### *Tennessee Social Studies*

6.3 Explain the importance of the discovery of metallurgy and agriculture.

6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.

6.6 Identify and explain the importance of the characteristics of civilizations.

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.

## **GSE**

### *Georgia Social Studies Standards*

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

## **C3F**

D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.7.6-8. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.6-8. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

## **High School**

### **NGSS**

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

### **ACOS**

ESS.HS.14. Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems impact the climate.

ES.HS.15. Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity.

ES.HS.13. Obtain, evaluate, and communicate information based on evidence to explain how key natural resources, natural hazards, and climate changes influence human activity.

ES.HS.12. Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems.

### **ALEX**

1. Compare the effects of economic, geographic, social, and political conditions before and after European explorations of the 15th thru 17th centuries on Europeans, American colonists, Africans, and indigenous Americans.

### **MSF**

HS.Bot.4.D. Research factors that might influence or alter plant stability and propose actions that may reduce the negative impacts of human activity.

HS.ESS.3. Discuss the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.

### *Mississippi Social Studies*

#### **World History**

8. Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.

#### **Local Resources Studied**

2. Understand the geographic significance of natural resources.

### **TASS**

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

*Tennessee Social Studies*

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

## **GSE**

SEV4. Obtain, evaluate, and communicate information to analyze human impact on natural resources.

SEV5. Obtain, evaluate, and communicate information about the effects of human population growth on global ecosystems.

*Georgia Social Studies*

SSUSH1 The student will describe European settlement in North America during the 17th century.

SSUSH12 The student will analyze important consequences of American industrial growth.

## **GPS**

SG5. Students will apply geologic knowledge to the use of resources in the Earth and the control of human impacts on Earth's systems.

## **C3F**

D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.7.9-12. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

D2.Geo.8.9-12. Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.