

Missouri State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project

This document uses content topics listed in the 2016 (current as of 2023) MO Social Studies Standards (selected for History) matched to content references in Catholic Textbook Project resources. CTP suggests the below resource schedule for 5th–8th grades in a Missouri Catholic school. This schedule would position a school to be keyed-in to Missouri Learning Standards, while still providing students with a robust formation in History.

CTP Proposed Resource		Notes
5th Grade	<i>From Sea to Shining Sea</i>	Covers majority of 5th Grade U.S. History content standards. Remainder will be covered by <i>The American Venture</i> in 8th grade.
6th Grade	<i>All Ye Lands</i>	Covers majority of 6th–8th Grade World History, bridge for external Geography supplementation as needed.
7th Grade	<i>Light to the Nations I</i> or <i>Light to the Nations II</i> (advanced students)	Continued coverage of 6th–8th Grade World History, bridge for World History Economics connections.
8th Grade	<i>The American Venture</i>	Robust coverage of the 6th–8th Grade U.S. History, with in-text connections for both U.S. Geography and Economics.

Grade 5: Arranged by Strand Description, aligned to *From Sea to Shining Sea*

Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.		FSSS
5.PC.1.A.a	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	Ch 7 & 8 can serve as launchpad for historical and current events connections.
5.PC.1.B.a	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	Ch 9 can serve as background and launchpad for historical and current connections.
5.PC.1.C.a	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	Ch 9 can serve as background and launchpad for historical and current connections.
5.PC.1.D.a	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	Ch 8 & 9 can serve as background and launchpad for historical and current connections.
5.PC.1.E.a	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800–2000.	Broad standard – Ch 10–20 cover expected historical figures for this period and include focus on contributions of American Catholics.
5.PC.1.F.a	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	Broad standard – Teacher can utilize a variety of text contents to realize this standard. Ex: Ch 12 262, sidebar of “The Star-Spangled Banner.”
Knowledge of principles and processes of governance systems.		FSSS
5.GS.2.A.a	Explain how the purpose and roles of government have been debated across historical time periods to current times.	Broad standard with applicable themes throughout text. Ex: Ch 9 199–201 about the conflict over the Constitutional creation process.
5.GS.2.B.a	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800–2000.	Recurrent theme throughout text. Ex: Dred Scott case, Ch 15 329.
5.GS.2.C.a	Analyze how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events.	Broad standard – Textbook suitably provides background for this analysis. Ex: Ch 12 267–290 for overview of the Jackson administration.
5.GS.2.D.a	Distinguish between powers and functions of local, state, and national government in the past and present.	Entire text suitable as a launchpad for this discussion; particularly applicable will be Ch 9 on the operation of of the Constitution.

Knowledge of continuity and change in the history of Missouri and the United States.		FSSS
5.H.3.A.a	Outline the territorial expansion of the United States.	See especially Ch 12 245–266.
5.H.3.A.b	Describe the impact of migration on immigrants and the United States c. 1800–2000.	See especially Ch 12, 15, 19, 20.
5.H.3.B.a	Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800–2000.	Ch 14 & 18 especially for Native American focused content; Ch 15 for African American focus; Ch 19 & 20 for European immigrant focus.
5.H.3.C.a	Identify and describe the contributions of historically significant individuals to the United States from c. 1800–2000.	Broad standard – Text broadly covers the lives of multiple historic individuals and provides students with adequate background.
5.H.3.E.a	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800–2000.	Broadly covered over the course of Ch 10–20.
5.H.3.F.a	Investigate the causes and consequences of westward expansion c. 1800–2000.	See especially Ch 12, 14, 18.
5.H.3.G.a	Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.	Ch 15, 16, 17, 18 cover prewar developments, the Civil War, and its aftermath.
5.H.3.H.a	Identify political, economic, and social causes and consequences of the Great Depression.	None; See coverage of this period in <i>The American Venture</i> , Ch 20.
5.H.3.I.a	Identify political, economic, and social causes and consequences of World War I and WWII on the United States.	None; See coverage of this period in <i>The American Venture</i> , Ch 18–22.
5.H.3.I.b	Identify the political, economic, and social consequences of the Cold War on the United States.	None; See coverage of this period in <i>The American Venture</i> , Ch 22 & 23.
Knowledge of relationships of the individual and groups to institutions and cultural traditions.		FSSS
5.RI.6.A.a	Compare cultural characteristics across historical time periods in the U.S. post c.1800.	Broad standard – Reference the variety of cultural-interest sidebar and end matter for each chapter to serve as launchpad for this standard.
5.RI.6.A.b	Describe the cultural impact of migration on the immigrants and the United States c. 1800–2000.	Covered throughout second half of text; Ch 20 serves as a good example of immigrant-focused cultural interactions.
5.RI.6.C.a	Research stories and songs that reflect the cultural history of the United States c. 1800–2000.	Examples in-text to begin student work on this standard: Ch 1 27, Ch 7 146, Ch 15 331.
5.RI.6.D.a	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	Reference the variety of cultural interest sidebar and chapter end content to serve as launchpad.
5.RI.6.E.a	Examine the changing roles among Native Americans, Immigrants, African Americans, women, and others from 1800–2000.	Broad standard – Multitude of appropriate connections covered in text (Ch 10–20 for this period).

Grades 6–8: Social Studies MLS Codes/Descriptions

Sorted by DESE Strand Descriptions and aligned to references in *All Ye Lands, Light to the Nations I & II*, and *American Venture*.
Chapter references below indicate appropriate content coverage, examples, or teacher connection opportunities.

People, Groups, and Cultures		AYL	LTN1	TAV
6-8.AH.2.PC.A	Analyze the religious, cultural, political, and intellectual developments of Spanish, Portuguese, British, and French regions to explain the development of diverse cultures throughout the Americas.			Ch 1 & 2, broadly.
6-8.AH.2.PC.B	Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.			Ch 2, broadly. Ex: Ch 1 15–17 for French-American settlement.
6-8.AH.2.PC.C	Compare and contrast the interaction of European settlers with Native Americans in both North and South America.			Ch 1–4, 8–9, broadly. Ex: Ch 2 33.
6-8.AH.3.PC.A	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.			Ch 3 & 4.
6-8.AH.3.PC.B	Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.			Ch 3 & 4, broadly.
6-8.AH.3.PC.C	Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.			Ex: Ch 5 81–86.
6-8.AH.3.PC.D	Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.			Ch 5–8 can serve as launchpad.
6-8.AH.3.PC.E	Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.			Ex: Ch 11 207.
6-8.AH.4.PC.A	Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.			Ex: Ch 3 41–44.
6-8.AH.4.PC.B	Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.			Ex: Ch 9 163–164.
6-8.AH.4.PC.C	Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.			Ex: Ch 10 for mission system; Ch 11 213.

6-8.AH.4.PC.D	Describe the culture and accomplishments of native American cultures to compare the various ways they responded to American expansion.				Ex: Ch 9 171.
6-8.AH.4.PC.E	Analyze patterns of immigration to determine their impacts on the cultural, social, political, and economic development.				Ex: Ch 9 159–162.
6-8.AH.5.PC.A	Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups, and movements.				Use sidebar and chapter end content for cultural and literary connections throughout text.
6-8.AH.5.PC.B	Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and diverse groups.				Ch 12 & 13.
6-8.AH.5.PC.C	Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.				Ex: Ch 19 390–391.
6-8.AH.5.PC.D	Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.				Ch 12.
6-8.AH.5.PC.E	Trace the development of African American culture in non-slave states and in the context of slavery.				Ch 11–13, broadly. Ex: Ch 12 214–215.
6-8.AH.1.PC.A	Using an American history lens, describe how peoples’ perspectives shaped the sources/ artifacts they created.				Use cultural interest sidebar material in addition to main text as launchpad.
6-8.AH.1.PC.B	Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.				Broad standard – Text serves as excellent foundation.
6.8.WH.1.PC.A	Using a world history lens, describe how peoples’ perspectives shaped the sources/ artifacts they created.	Relevant connections available throughout text.	Relevant connections available throughout text.	Relevant connections available throughout text.	
6.8.WH.1.PC. B	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	Relevant connections available throughout text. Ex: Ch 8 166.	Relevant connections available throughout text. Ex: Ch 9 223–231.	Relevant connections available throughout text. Ex: Ch 10 272–274.	
6-8.WH.2.PC.A	Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	Ch 3–5, 10–13.	Ch 1–3.		

6-8.WH.2.PC.B	Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.	Ch 3, 10, 12.	See supplemental chapters on China, Japan, Africa, and Latin America.		
6-8.WH.2.PC.C	Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	Connections throughout entire text	Connections throughout entire text		
6-8.WH.2.PC.D	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	Connections from Ch 2–5, and beginnings of Ch 10–16.	Connections from Ch 1–4.		
6-8.WH.3.PC.A	Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations.	Ex: Ch 2 36–39 for Egypt.			
6-8.WH.3.PC.B	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	Ex: Ch 3 54–55 for Babylon.			
6-8.WH.3.PC.C	Analyze the extent and impact of cultural diffusion that results from empire building.	Broad standard – Connections in Ch 2–5, especially.			
6-8.WH.3.PC.D	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.	Ch 6 especially, but indicated throughout text.			
6-8.WH.4.PC.A	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations.	Connections available throughout text. Ex: Ch 13 269–271 for ancient Sudan.			
6-8.WH.4.PC.B	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	Ch 7, especially.	Ch 7, 8, 12.		
6-8.WH.4.PC.C	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.	Broad standard – Abundant connection opportunities throughout text.	Broad standard – Abundant connection opportunities throughout text.		
6-8.WH.4.PC.D	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures prior to c. 1450.	Ex: Ch 5 for Ancient and Imperial Rome.	Ex: Ch 9 for Medieval Feudalism.		

History: Continuity and Change		AYL	LTN1	LTN2	TAV
6-8.AH.1.CC.A	Create and use tools to analyze a chronological sequence of related events in American history.				Text provides appropriate background.
6-8.AH.1.CC.B	Explain connections between historical context and peoples' perspectives at the time in American history.				Text provides appropriate background.
6-8.AH.1.CC.C	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.				Text provides appropriate background.
6-8.AH.1.CC.D	Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.				Text provides appropriate background.
6-8.AH.1.CC.E	Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.				Text provides appropriate background.
6-8.AH.2.CC.A	Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.	Ch 1 & 2 provide background.			
6-8.AH.2.CC.B	Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.				Ch 1, 2, 10 provide foundation.
6-8.AH.2.CC.C	Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.				Ch 1 5–8; Background information available throughout first half of text; See also Ch 2 & 3 of FSSS.
6-8.AH.2.CC.D	Describe the causes and consequences of the Seven Years' War as a turning point in American history.				Ch 3 47–51.
6-8.AH.2.CC.E	Analyze the concept of Manifest Destiny as a catalyst for change in American history.				Ch 10 177–194.
6-8.AH.3.CC.A	Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.				Ch 3 & 4 provide background information.
6-8.AH.3.CC.B	Analyze the Declaration of Independence to determine the historical context and political philosophies that influenced its creation.				Ch 3 41–55.

6-8.AH.3.CC.C	Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.				Ch 3 & 4.
6-8.AH.3.CC.D	Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.				Ch 4 & 5.
6-8.AH.3.CC.E	Evaluate the responses of early American leaders to the social, political, economic, and religious challenges facing the new nation.				Ch 4–9 for this period, broadly.
6-8.AH.3.CC.F	Infer how events of this period led to the development of philosophies, interest groups, and political parties.				Ch 4–9.
6-8.AH.4.CC.A	Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts.				Ch 9–11.
6-8.AH.4.CC.B	Evaluate the responses of North and South American leaders to the social, political, economic, and religious challenges of the period.				Ch 11 & 12.
6-8.AH.4.CC.C	Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.				Ch 8 137–138; Ch 9 171–172; Ch 10; Ch 15.
6-8.AH.5.CC.A	Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.				Ch 11 & 12.
6-8.AH.5.CC.B	Trace the events as well as political, cultural, economic, and social conditions leading to conflict between Northern and Southern states.				Ch 11 & 12.
6-8.AH.5.CC.C	Describe critical developments and turning points in the Civil War, including major battles.				Ch 13.
6-8.WH.1.CC.A	Create and use tools to analyze a chronological sequence of related events in world history.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	
6-8.WH.1.CC.B	Explain connections between historical context and peoples' perspectives at the time in world history.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	
6-8.WH.1.CC.C	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	
6-8.WH.1.CC.D	Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.	

6-8.WH.1.CC.E	Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.	Text provides appropriate background for this standard.	Text provides appropriate background for this standard.		
6-8.WH.2.CC.A	Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.	Ch 2 28–34; Ch 10 199–205; Ch 12 275–280; Ch 16 373–381.			
6-8.WH.2.CC.B	Analyze the role early civilizations had in shaping concepts of government, law, and social order.	Broad standard – Text provides appropriate background.			
6-8.WH.3.CC.A	Analyze the rise and fall of classical civilizations to determine their significance to future societies.	See especially Ch 4 for Greece; Ch 5 for Rome; Ch 10 for China; Ch 12 for India.			
6-8.WH.3.CC.B	Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	Broad standard covered throughout text. Ex: Ch 4 70–74 for Persian War.			
6-8.WH.4.CC.A	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	Ch 6, 8, 11.	Ch 8 & 9.		
6-8.WH.4.CC.B	Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia, and Africa.	Ch 7 131–142; Ch 10 242–244; Ch 14 328–330.	Ch 7 & 8.		
6-8.WH.4.CC.C	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, and Africa.	Ch 8 187–189; Ch 8 204–205.	Ch 14 374.		
6-8.WH.4.CC.D	Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	Ch 13 & 16 for background.			
Governmental Systems and Principles		AYL	LTN1	LTN2	TAV
6-8.AH.2.GS.A	Compare the governmental systems of European powers to determine their effect on colonization in the Americas.	Ch 9 181–198.	Ch 16–19 provide robust background.	Ch 2 41–68.	
6-8.AH.2.GS.B	Explain how the founding of English colonies influenced their governments and expectations for self-rule.				Ch 2 23–40.
6-8.AH.2.GS.C	Analyze local and colonial governments to trace the factors influencing their structure and function.				Ch 3 41–58.

6-8.AH.3.GS.A	Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule.				Ch 3 47–52.
6-8.AH.3.GS.B	Apply the concept of representation to the conflict between the colonies and Great Britain.				Ch 3 41–58.
6-8.AH.3.GS.C	Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.				Ch 3 41–58.
6-8.AH.3.GS.D	Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.				Ch 4 68–72.
6-8.AH.3.GS.E	Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.				Ch 5 & 6.
6-8.AH.3.GS.F	Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.				Ch 7.
6-8.AH.3.GS.G	Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.				Ch 6 & 7.
6-8.AH.4.GS.A	Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.				Ch 6 (in Constitution); Ch 14 for Reconstruction.
6-8.AH.4.GS.B	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.				Ch 7 117–118, 120–121; Ch 8 140–141; Ch 12 230–231; Ch 16 323; Ch 20 419–425; Ch 23 498–499.
6-8.AH.4.GS.C	Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.				Ch 9 & 10.
6-8.AH.5.GS.A	Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during, and immediately after the Civil War.				Ch 11–14.
6-8.AH.5.GS.B	Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.				Ch 6 & 8.
6-8.AH.5.GS.C	Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.				Ch 12 232–233.
6-8.AH.5.GS.D	Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.				Ch 11 & 12.

6-8.WH.2.GS.A	Explain the origins, functions, and structure of monarchies, theocracies, city-states, empires, and dynasties.	Text provides appropriate background for connections.	Text provides appropriate background for connections.		
6-8.WH.2.GS.B	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.	Text provides appropriate background for connections.	Text provides appropriate background for connections.		
6-8.WH.2.GS.C	Explain how the codification of law impacted early civilizations.	Ch 2 32.			
6-8.WH.3.GS.A	Explain the origins, functions, and structure of governmental systems within classical civilizations.	Ch 3–5.			
6-8.WH.3.GS.B	Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty.		Ch 4 66–70.		Ch 4 65–66; Ch 6.
6-8.WH.3.GS.C	Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.	Background in Ch 2–5.			Ch 6.
6-8.WH.4.GS.A	Explain the origins, functions, and structure of governmental systems within civilizations.	Background throughout text—teacher facilitates analysis.	Background throughout text—teacher facilitates analysis.		
6-8.WH.4.GS.B	Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.		Ch 11 280–283.		
6-8.WH.4.GS.C	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.	Broad standard – Whole text provides excellent foundation for analysis.	Broad standard – Whole text provides excellent foundation for analysis.	Broad standard – Whole text provides excellent foundation for analysis.	
6-8.AH.1.GS.A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870.				Broad standard – Ch 1–15 provide excellent context for further analysis.
6-8.WH.1.GS.A	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.	Bulk of text focuses on specified period and provides excellent background for analysis.	Textbook covers specified period and provides robust context for analysis.		