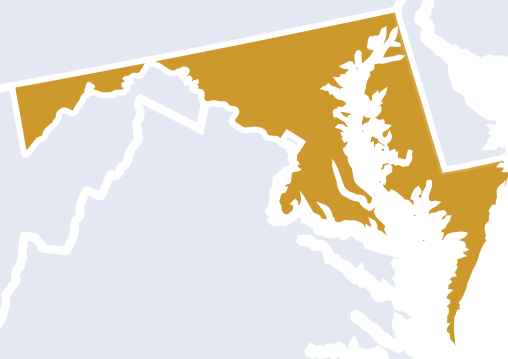


# Maryland State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project



This document uses content topics from Maryland matched to content in Catholic Textbook Project resources. CTP suggests the below resource schedule for 6th–8th grades in a Maryland Catholic school. This schedule would position a Catholic school to be keyed-in to Maryland Department of Education’s indicated standards for social studies, while still providing students with a robust formation in History.

MD State Standards and Frameworks for Social Studies		CTP Proposed Resource
5th Grade	US History	<i>From Sea to Shining Sea</i>
6th Grade	(under revision) World History	<i>All Ye Lands</i>
7th Grade	(under revision) Civics	<i>Light to the Nations I</i>
8th Grade	Middle School United States History	<i>The American Venture</i>

At the time this correlation was developed, the MD Department of Education website indicates that a revision is underway for the middle school standards (specifically 6th–7th grades). This document correlates to the previously available standards and may be updated to reflect revisions, once they become available.

# Grade 5 — History content standards aligned to *From Sea To Shining Sea*

## Specified Content Standards, Essential Question, Indicators and Objectives

## From Sea to Shining Sea

Conflicts and Compromises at the Constitutional Convention	Students will examine the distribution of power in the United States Constitution by: <ul style="list-style-type: none"> <li>• Determining how disagreements among the states and federal government under the Articles of Confederation led to people wanting to reform the government.</li> <li>• Assessing the promises set forth in the Preamble.</li> </ul>	
How and why is power distributed in the United States Constitution?	<ul style="list-style-type: none"> <li>• Evaluating the principles of separation of powers and checks and balances.</li> <li>• Critiquing the Great Compromise and Three-Fifths Compromise.</li> <li>• Identifying the scope of powers within branches and levels of government.</li> <li>• Distinguishing the powers and responsibilities of government on the federal, state, and local levels.</li> <li>• Evaluating how perspectives and decisions at the Constitutional Convention limited the definition of citizenship.</li> <li>• Analyzing the roles and powers between the executive, legislative, and judicial branches of the Maryland state government.</li> </ul>	Chapter 9 187–206 (also covered in <i>The American Venture</i> , chapters 5 & 6)
Bill of Rights	Students will examine the implications of the Bill of Rights by: <ul style="list-style-type: none"> <li>• Analyzing how individuals with varying interests contributed to the emergence of the Federalist and Anti-Federalist perspectives.</li> </ul>	
How does the Bill of Rights protect citizens of the United States?	<ul style="list-style-type: none"> <li>• Appraising how Maryland’s Declaration of Rights influenced the debate over ratification between Daniel Carroll, Luther Martin, and John Francis Mercer.</li> <li>• Identifying the purpose and importance of the first ten Amendments of the United States Constitution.</li> <li>• Exploring how the amendments are exercised in contemporary times in Maryland and the nation.</li> </ul>	Chapter 9 187–206 (also covered in <i>The American Venture</i> , chapter 7)
Conflicts over slavery and the Civil War	Students will identify slavery as the central cause of the Civil War by: <ul style="list-style-type: none"> <li>• Contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture.</li> </ul>	
How did conflicts over slavery result in the Civil War?	<ul style="list-style-type: none"> <li>• Analyzing Maryland’s unique role as a hub for industry and transportation as it contributed to national growth and sectional conflict.</li> <li>• Comparing forms of resistance used by Harriet Tubman, Frederick Douglass, and the abolitionist movement.</li> <li>• Evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery.</li> <li>• Examining the significance of Maryland’s status as a border state in order to explain why there was conflict in Maryland.</li> </ul>	Ch 15 311–334

Aftermath of the Civil War	Students will evaluate the effects of the Civil War by: <ul style="list-style-type: none"> <li>Explaining the economic, political, and social impact of the war in the North, the South, and in Maryland.</li> </ul>	Ch 16 335–360 Ch 17 361– 382 Ch 18 383–385
How did the conclusion of the Civil War affect the United States (North and South) and Maryland?	<ul style="list-style-type: none"> <li>Analyzing the 13th, 14th, and 15th Amendments and how Jim Crow and state voting regulations limited the citizenship granted to African Americans.</li> <li>Evaluating the successes and failures of the Freedmen’s Bureau.</li> <li>Comparing the founding missions of the four historically black colleges and universities in Maryland that were formed between 1865–1900.</li> </ul>	
Urbanization, Industrialization, and Immigration	Students will analyze the transformations in the movement of goods, people, and ideas by: <ul style="list-style-type: none"> <li>Evaluating how the emergence of new industries, technologies, and manufacturing processes impacted the standard of living and daily lives for Marylanders.</li> </ul>	Ch 19 409–430
Do the benefits of post-Civil War industrialization outweigh the costs?	<ul style="list-style-type: none"> <li>Identifying changes in immigration and settlement patterns in Maryland.</li> <li>Assessing how mass urbanization led to reforms that improved the quality of life for citizens of Baltimore.</li> </ul>	
Freedom of Information	Students will analyze the freedom of the press by: <ul style="list-style-type: none"> <li>Analyzing examples of the media upholding a free and democratic society.</li> </ul>	Chapter 9 may be utilized as a bridge for this civics-themed standard
What does it mean to have an informed citizenry?	<ul style="list-style-type: none"> <li>Analyzing how interpretations of First Amendment rights to speech and press have changed over time.</li> <li>Developing critical media literacy and online civic literacy skills as they pertain to being an informed citizen in the 21st century.</li> </ul>	
Individuals as Tools for Change	Students will analyze local community leaders by: <ul style="list-style-type: none"> <li>Explaining how historical or contemporary local unelected community leaders addressed local needs.</li> </ul>	
How have members of my community supported and expanded freedom for its members?	<ul style="list-style-type: none"> <li>Describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families.</li> </ul>	
Institutions as Tools of Change	Students will analyze the role of institutions in shaping American ideas of freedom by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of presidential or congressional foreign policy decisions that impacted trade, human rights, and/or national security.</li> </ul>	Ch 20 may be utilized as a bridge for this civics-themed standard
How have institutions defined and defended freedom?	<ul style="list-style-type: none"> <li>Evaluating the effectiveness of presidential, congressional, or judicial domestic decisions on American ideas, freedoms, the rights of individuals and groups, and to maintain order and/or provide safety.</li> </ul>	

Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights	<p>Students will evaluate civil rights in Maryland and the United States by:</p> <ul style="list-style-type: none"> <li>• Defining civil rights and their importance to life in the United States.</li> <li>• Analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people.</li> </ul>	Ch 20 may be utilized as a bridge for this civics-themed standard
How has government evolved to expand the meaning of "We the People"?	<ul style="list-style-type: none"> <li>• Exploring how federal law, Constitutional amendments and the Supreme Court have extended and protected civil rights.</li> </ul>	

## Grade 6 — History content standards aligned to *All Ye Lands*

Specified Content Standards, Indicators and Objectives	<i>All Ye Lands</i>	
A. Individuals and Societies Change Over Time	<p>1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies.</p> <p>a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles, and the shift from food gathering to food-producing activities.</p> <p>b. Explain how and why towns and cities grew from early human settlements, including the need for security and government.</p>	<p>Chapter 1 1–20</p> <p>Chapter 2 21–46</p>
	<p>2. Examine the emergence, growth, and decline of empires in the Americas.</p> <p>a. Describe and trace the development of the political and social structures of the Incas, Mayans, and Aztecs.</p>	Chapter 16 373–407
B. Emergence, Expansion, and Changes in Nations and Empires	<p>1. Analyze how civilizations emerged in the river valley areas.</p> <p>a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade, and the establishment of cities.</p> <p>b. Compare major cultural, political, and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley, and the Nile River Valley including Egypt, Nubia, and Kush.</p>	Ch 2 21–46
	<p>2. Analyze the emergence and enduring influence of Aegean civilizations.</p> <p>a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time.</p> <p>b. Explain the emergence, rise, and decline of the Greek city-states.</p>	Ch 4 69–94
	<p>3. Analyze the emergence, expansion, and decline of the Roman Empire.</p> <p>a. Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary.</p> <p>b. Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship, and the development of political institutions.</p> <p>c. Summarize the factors that led to the decline of the Roman Empire.</p>	Ch 5 95–114

	<p>4. Compare the dynasties and empires in ancient China.</p> <p>a. Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han, and Tang.</p> <p>b. Explain the major traditions, customs, and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties.</p> <p>c. Analyze China’s cultural, political, and economic influence on Japan, Korea, and countries in Southeast Asia.</p>	Ch 10 229–256
	<p>5. Analyze the emergence, growth, and decline of African Empires.</p> <p>a. Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali, and Songhai.</p> <p>b. Analyze the cultural and economic impact of African regional and worldwide trade routes.</p> <p>c. Summarize the factors that led to the decline of the African empires.</p>	Ch 13 299– 322
C. Conflict between Ideas and Institutions	<p>1. Analyze the effect of interactions between civilizations in early world history.</p> <p>a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires.</p> <p>b. Analyze the causes of the rise and fall, expansion, and contraction of political entities and nation-states.</p>	Chapters 3 through 5, broadly
	<p>2. Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia.</p> <p>a. Describe the major traditions, customs, and beliefs of Buddhism.</p> <p>b. Explain the major traditions, customs, and beliefs of Hinduism and its political and social impact on India.</p>	Ch 10 239–241 Ch 12 283–287
	<p>3. Analyze the emergence and expansion of Islamic civilization.</p> <p>a. Analyze the major traditions, customs, and beliefs of Islam.</p> <p>b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe, and India.</p>	Ch 7 147–158 See also: Islamic conquests in Chs 8, 12, 13
	<p>4. Analyze the changes in the European society during the Middle Ages.</p> <p>a. Analyze the major traditions, customs, and beliefs of Christianity.</p> <p>b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order, and the decline of religious power.</p> <p>c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies.</p> <p>d. Describe the causes, consequences, and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas.</p>	Ch 8 169–206

n.b. MD Social Studies indicators for Grade 7 currently have minimal content specifications for History (although a revision of the standards is underway). CTP suggests *Light to the Nations I* as a grade-appropriate text to continue the solid groundwork laid in Grade 6 and prepare for Grade 8 History studies.

## Grade 7 — History content standards aligned to *Light to the Nations I*

Specified Content Standards, Indicators and Objectives		<i>Light to the Nations I</i>
B. Emergence, Expansion, and Changes in Nations and Empires	1. Analyze the growth and the development of nations in the contemporary world. a. Describe the social, political, and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism, and Buddhism. b. Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms.	The aim of <i>Light to the Nations I</i> is the unfolding of the history of Christian civilization as key to understanding the human story, in the light of the Incarnation.
C. Conflict between Ideas and Institutions	1. Analyze the major sources of tension and conflict in the contemporary world. a. Describe how the changes in political structures impacted individuals and groups. b. Examine the impact of philosophies and policies of leaders in the modern world. 2. Analyze the major traditions, customs, and beliefs of world religions and their expansion. a. Explain how the establishment of religions in areas caused conflict. b. Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East.	Students learn the history of Christian civilization as a firm foundation on which to build a Christian perspective on modern civics topics.

## Grade 8 — History content standards aligned to *The American Venture*

Specified Content Standards, Essential Question, Indicators and Objectives		<i>The American Venture</i>
Interactions in the New World		
How did European exploration and colonization result in cultural and economic interactions among previously unconnected peoples?	Students will evaluate the interaction of European, African, and Native cultures in Colonial America by: <ul style="list-style-type: none"> <li>• Describing the varied cultures and geographic distribution of Native populations in North America prior to European arrival.</li> <li>• Assessing the range of reactions of Native populations to the colonization of North America.</li> <li>• Analyzing the factors causing European migration to North America.</li> <li>• Identifying the causes and impacts of slavery in Colonial North America.</li> </ul>	Chapter 1 1–22  Chapter 2 23–40

Colonial North America	Students will analyze how geography and economics influenced the location and development of Colonial North American regions by:	Chapter 2 23–40
What fostered the development of distinct regions in Colonial North America?		
French and Indian War	Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies by:	Chapter 3 47–51
How did the French and Indian War alter the relationship between natives, colonists, and foreign nations?		
British Acts and Colonial Acts of Resistance	Students will evaluate the significance of the end of salutary neglect as a turning point in American History by:	Chapter 3 41–58
Why and how did Americans resist the British?		
The American Revolution	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War by:	Chapter 4 59–76
What were the military and social factors that impacted the outcome of the American Revolution?		
The Articles of Confederation	Students will evaluate the historical significance of the Articles of Confederation by:	Chapter 4 68–72
How effective were the Articles of Confederation at governing the new nation?		

Constitutional Convention	<p>Students will evaluate the reasons for the development of the United States Constitution by:</p> <ul style="list-style-type: none"> <li>• Describing the purpose of the Constitutional Convention.</li> <li>• Analyzing how the Great Compromise addressed regional interests and differences.</li> <li>• Describing the sectional debate over slavery and how the Constitution addressed slavery and freedom.</li> </ul>	Chapter 5 77–88
What challenges to upholding the ideals of the Declaration of Independence existed after the Constitutional Convention?		
United States Constitution	<p>Students will evaluate the impact of the Constitution on the structure of the United States government by:</p> <ul style="list-style-type: none"> <li>• Identifying the goals of the Constitution as stated in the Preamble.</li> <li>• Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government.</li> <li>• Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution.</li> </ul>	Chapter 6 89–114
How and why is power distributed in the United States Constitution?		
Ratification and the Bill of Rights	<p>Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution by:</p> <ul style="list-style-type: none"> <li>• Analyzing the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution.</li> <li>• Evaluating the impact of the Bill of Rights on the ratification of the Constitution.</li> </ul>	Chapter 7 115–132
How does the Bill of Rights reflect compromise and conflict between the government and its people?		
The Early Republic	<p>Students will evaluate the short- and long-term impact of government decisions made during Federalist administrations by:</p> <ul style="list-style-type: none"> <li>• Identifying the impact President George Washington had on setting precedents for the office of the President.</li> <li>• Evaluating the evolution and impact of the Federalist and Democratic-Republican parties on domestic and foreign policy.</li> <li>• Explaining the impact of Marbury v. Madison (1803) on the power of the Supreme Court.</li> </ul> <hr/> <p>Students will evaluate the historical significance of the Louisiana Purchase on the United States by:</p> <ul style="list-style-type: none"> <li>• Analyzing the diplomatic and constitutional challenges involved in the Louisiana Purchase.</li> <li>• Assessing the political and economic impact of the Louisiana Purchase and its impact on the United States relations with native populations.</li> </ul>	Chapter 8 133–144
How effectively did the federal government respond to domestic and foreign challenges?		



The Second War of Independence	<p>Students will analyze the emerging foreign policy of the United States by:</p> <ul style="list-style-type: none"> <li>Identifying the domestic and foreign causes of the War of 1812.</li> <li>Explaining the political, geographic, and military factors that led to the American defeat of the British.</li> <li>Analyzing how the War of 1812 impacted Native tribes, American political parties, and American nationalism.</li> </ul>	Chapter 8 144–152
How did the War of 1812 shape national identity?		
Sectional Growth	<p>Students will analyze the influence of industrialization, technological, and demographic changes on society by:</p> <ul style="list-style-type: none"> <li>Assessing the impact of technological developments in communication and transportation.</li> <li>Evaluating the growth of the factory system and its impacts on labor, women, and migration.</li> <li>Assessing the impact of the Supreme Court of John Marshall on national power and economic growth.</li> <li>Identifying the push and pull factors driving antebellum immigration.</li> </ul> <hr/> <p>Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of technology on the geographic expansion of the institution of slavery.</li> <li>Analyzing the conditions that defined life for the enslaved.</li> <li>Contrasting the various ways in which enslaved African Americans and free blacks resisted enslavement, oppression, and institutionalized racism.</li> <li>Evaluating the effectiveness of the Missouri Compromise in resolving the influence of slavery on politics and sectionalism.</li> </ul>	Chapter 9 155–176 Chapter 11 195–220
How did regional tensions challenge national unity?		
Jacksonian Era	<p>Students will evaluate the political, economic, and social impact of Jacksonian Democracy by:</p> <ul style="list-style-type: none"> <li>Explaining the impact of President Andrew Jackson's presidency on sectional politics, democracy, electoral processes, and the economy.</li> <li>Contrasting the Native and American arguments surrounding the issue of American Indian rights and land ownership.</li> </ul>	Chapter 9 168–176
How can shifts in executive power impact the social, economic, and political life of a nation?		
Social Reform Movements	<p>Students will analyze the impact of antebellum reform movements on American politics and society by:</p> <ul style="list-style-type: none"> <li>Evaluating the impact of social reform movements on temperance, prison, and educational reform.</li> <li>Tracing the evolution, arguments, and impacts of the antebellum women's movement.</li> <li>Identifying the methods, arguments, and impacts of the abolitionist movement.</li> </ul>	Chapter 9 158–176 Chapter 11 195–220
How can individuals and groups affect social change?		
Westward Expansion	<p>Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups by:</p> <ul style="list-style-type: none"> <li>Assessing multiple perspectives on Manifest Destiny and its impacts on territorial possession.</li> <li>Analyzing the consequences of the rapid settlement of California, Oregon, and Texas.</li> <li>Explaining the causes, course, and consequences of the Mexican-American War.</li> <li>Assessing the impacts of the Compromise of 1850.</li> </ul>	Chapter 10 177–194 Chapter 11 195–220
Do the benefits of territorial expansion outweigh the costs?		

Path to Disunion	Students will evaluate the causes of the Civil War by: <ul style="list-style-type: none"> <li>• Evaluating the impact of territorial expansion, the Supreme Court, and individual action on sectional polarization.</li> </ul>	Chapter 11 195–220
What factors lead a country to civil war?	<ul style="list-style-type: none"> <li>• Assessing the impact of Abraham Lincoln, the Republican Party, and the election of 1860 on the secession of the southern states.</li> <li>• Explaining the causes of the Civil War and evaluate the importance of slavery as a central cause of the conflict.</li> </ul>	Chapter 12 221–238
The Civil War	Students will analyze factors affecting the outcome of the Civil War by: <ul style="list-style-type: none"> <li>• Contrasting the goals, resources, military technology, and strategies of the Union and Confederacy.</li> <li>• Evaluating how Union and Confederate political, military, and diplomatic leadership affected the outcome of the conflict.</li> </ul>	Chapter 13 239 – 266
How does war impact and change society?	Students will evaluate the effectiveness of the United States Government in protecting the rights of individuals and groups during the Civil War by: <ul style="list-style-type: none"> <li>• Evaluating the military and historic significance of the Emancipation Proclamation.</li> <li>• Evaluating the efficacy and constitutionality of President Abraham Lincoln's suspension of the Writ of Habeas Corpus.</li> <li>• Describing economic opportunities and obstacles faced by soldiers, civilians, free, and enslaved populations during the Civil War.</li> </ul>	
Reconstruction and Reunion	Students will analyze the political, economic, and social goals of Reconstruction by: <ul style="list-style-type: none"> <li>• Contrasting the goals and policies of the Congressional and Presidential Reconstruction plans.</li> </ul>	Chapter 14 267–284
How does a nation reconcile past injustices?	<ul style="list-style-type: none"> <li>• Identifying the legal and illegal actions used to deny political, social, and economic freedoms to African Americans.</li> <li>• Examining the ways in which African American communities fought to protect and expand their rights.</li> </ul> <hr/> Students will explain how the United States government protected or failed to protect the rights of individuals and groups by: <ul style="list-style-type: none"> <li>• Assessing the factors that influenced the end of Reconstruction.</li> <li>• Evaluating the impact of the Supreme Court, debt peonage, Jim Crow Laws, and disenfranchisement on the enforceability of the 13th, 14th, and 15th Amendments.</li> </ul>	
Industrialization	Students will analyze the causes and consequences of Industrialization in the late 19th century United States by: <ul style="list-style-type: none"> <li>• Evaluating how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.</li> </ul>	Chapter 16 305–330
Did the benefits of post-Civil War industrialization outweigh the costs?	<ul style="list-style-type: none"> <li>• Describing the impact of business leaders, laissez-faire capitalism, and the use of trusts/monopolies on the American economy.</li> <li>• Evaluating the impact of industrialization and laissezfaire policies on labor.</li> <li>• Identifying responses to post-Civil War immigration.</li> </ul>	
Westward Movement	Students will analyze the causes and consequences of westward expansion by: <ul style="list-style-type: none"> <li>• Describing the impact of geography and technology on the settlement of the west.</li> </ul>	Chapter 15 285–304
Did American westward expansion challenge and promote national unity?	<ul style="list-style-type: none"> <li>• Evaluating the American Indian responses to western migration.</li> <li>• Evaluating the impact of government actions on patterns of immigration.</li> <li>• Describing the impact of geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women.</li> </ul>	