

Arizona State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project

Utilizing the schedule below would equip an Arizona Catholic school to provide its students with a robust formation in History, while remaining keyed-in to the Arizona Department of Education History and Social Science Standards.

N.B. This document uses content standards and numbers matched to chapters and/or page references in Catholic Textbook Project resources. Sometimes only examples are included as evidence that the resource supports the standard learning outcome.

| Storyline/Content Focus | Grade | CTP Proposed Resource |
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| United States Studies: American Revolution to Industrialism (1763 to 1900s) | 5th | <i>From Sea to Shining Sea</i> |
| Global Studies: World Regions and Cultures of the Eastern Hemisphere (early civilizations – Renaissance & Reformation) | 6th | <i>All Ye Lands</i> |
| Integrated Global Studies: Scientific Revolution & Enlightenment to present | 7th | <i>Light to the Nations II</i> (with some standards covered in <i>The American Venture</i> in 8th Grade) |
| Citizenship and Civic Engagement in Today's Society | 8th | <i>The American Venture</i> |

5th Grade

United States Studies: American Revolution to Industrialism (1763 to 1900s)

- ✓ Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures
- ✓ Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- ✓ Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- ✓ Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues regarding federalism and rights
- ✓ Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- ✓ Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- ✓ Roles and responsibilities as citizens of the United States including participation in the political system
- ✓ Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution, Bill of Rights and all subsequent amendments, and landmark Supreme Court cases
- ✓ Inclusion of historical fiction and picture books in addition to informational text
- ✓ Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

| Disciplinary Skills and Processes | | From Sea to Shining Sea Connections |
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| Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | 5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time. | The narrative format in FSSS is presented chronologically. The summary and review matter that concludes each chapter helps students formulate questions about historical events. Ex: Ch 13 289 (Chapter Checkpoint questions), including understanding the specific Native American groups affected by the Trail of Tears |
| | 5.SP1.2 Explain how events of the past affect students' lives and society. | |
| | 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. <ul style="list-style-type: none"> • Key individuals or groups should represent the time period being studied and be inclusive of the diversity represented in the history of the United States. | |
| Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues. | 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives <ul style="list-style-type: none"> • Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers. • Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights. | Ex: Ch 9 199–201; Ch 10 208–210; Ch 13 275; Ch 15 311–317, 317–333; Ch 19 409–428; Ch 20 431–435 Teacher can choose to utilize TRL for additional instruction on differing perspectives (ex: TRL Ch 13 has links to Andrew Jackson's overture to the Cherokee chiefs as well as the contrasting firsthand accounts of the Trail of Tears). |

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| <p>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> | 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations. | <p>Teacher may utilize multiple primary and secondary sources in both text and TRL to support these learning outcomes.</p> |
| | 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources. | |
| | 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States. | |
| | 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself. | |
| | 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source. | |
| | 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources. | |
| | 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data. | |
| <p>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> | <p>5.SP4.1 Explain probable causes and effects of events and developments in United States History from the revolutionary period to the rise of industry and urbanization.</p> <ul style="list-style-type: none"> • Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization. | <p>Causes and effects of all listed examples are covered in FSSS text.</p> <p>Ex: Ch 7–8, 9, 16–17, 18, 19, respectively</p> |
| | 5.SP4.2 Use evidence to develop a claim about the past. | |
| | 5.SP4.3 Summarize the central claim in a secondary source. | |

| Civics | | From Sea to Shining Sea Connections |
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| Citizens have individual rights, roles, and responsibilities. | <p>5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military. | <p>Teacher can expand on historical events to teach concepts listed.</p> <p>Ex: Ch 19 (labor conflict and protests); Ch15 322 (Elijah Lovejoy's journalistic action); Ch 18 383–385 (post-bellum voting conflicts)</p> |
| An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. | <p>5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.</p> <ul style="list-style-type: none"> Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention. Key functions of the United States government as outlined in the Preamble. Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism. Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights). | <p>Ch 9 – process of creating the Constitution and its basic functions</p> <p>N.B. Students will expand their learning of the origins of the U.S. governmental system by utilizing recommended CTP resources for Grades 7 and 8. (See <i>LTN1</i> Ch 1 26–30 and <i>TAV</i> Ch 6 & 7 for how these concepts are expounded upon in later grades.)</p> |
| Process, rules, and laws direct how individuals are governed and how society addresses problems. | <p>5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.</p> <ul style="list-style-type: none"> Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century | <p>Ch 9 (Constitution development and basics); Ch 15 317–324, Suppl Ch 463–466 (social reform movements); Ch 19 (industrialism and response)</p> |
| | <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.</p> | <p>[Outside scope of resource]</p> |

| Economics | | From Sea to Shining Sea Connections |
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| A financially literate individual understands how to manage income, spending, and investment. | 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied. | Multiple examples throughout FSSS. Ex: Ch 7 150–151 (Loyalist households in the Revolution); Ch 15 311–315 (gold prospectors) |
| By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. | 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events. • Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry. | Historical background provided in FSSS text for all listed examples. Ex: Ch 7 139–140, 146 (smuggling); Ch 7, broadly (separation from England); Ch 9, broadly (Constitution); Ch 18 (westward expansion); Ch 19 (industry regulation) |
| Individuals and institutions are interdependent within market systems. | 5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied. • Characteristics include but are not limited to risk taking, innovation, and problem solving. | Background historical example: Ch 19 409–412 (turn of the century inventors) |
| The domestic economy is shaped by interactions between government, institutions, and the private sector. | 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied. | Ex: Ch 9 187–189 (Shays’ rebellion) Ex: Ch 19 425–428 (changes in farming and policies) |
| | 5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied. | Ch 19 (historical example) TRL Ch 19 |
| The interconnected global economy impacts all individuals and groups in significant and varied ways. | 5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations. • Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world. | Ex: Ch 7 151–152 (pre-revolutionary trade policies and effects) |

| Geography | | From Sea to Shining Sea Connections |
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| The use of geographic representations and tools help individuals understand their world. | 5.G1.1 Use and construct maps and graphs to represent changes in the United States. <ul style="list-style-type: none"> Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals. | Maps of all types, both historical and modern, appear throughout book, and additional maps are included in the TRL for many chapters. Ex: Ch 14 293, Ch 16 355 |
| Human-environment interactions are essential aspects of human life in all societies. | 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world. | Connection: Ch 5 99–105 (early agriculture and associated conflicts in the colonies) |
| Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface. | 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. <ul style="list-style-type: none"> Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration. | Ch 18 – territorial expansion and effects on American Indians Ch 15 – slavery/ territorial differences Ch 19 – industrialism and changing use of natural resources |
| Global interconnections and spatial patterns are a necessary part of geographic reasoning. | 5G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions. | Connection: Ch 15 324–325 & Ch 18 386–387 (effects of railroads) |
| History | | From Sea to Shining Sea Connections |
| Cycles of conflict and cooperation have shaped relations among people, places, and environments. | 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. <ul style="list-style-type: none"> Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability. | Broad standard; multiple examples and connections available throughout text and TRL. Ex: TRL Ch 10 (Washington’s Farewell and Jefferson and Hamilton’s excerpts from debate) |
| Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. | 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States’ multicultural society within the historical timeframe. | Ex: Ch 19 (Catholics in America), primary sources available in TRL Ch 19 |

6th Grade

Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilizations – Renaissance & Reformation)

- ✓ Beginnings of human society such as early hominid development, peopling of the earth, and the Neolithic revolution
- ✓ Early river civilizations such as Mesopotamia, the Nile River Valley, the Indus River Valley, and the Yellow River Valley
- ✓ World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- ✓ Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)
- ✓ Rise and fall of empires and the impacts to the region
- ✓ Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and language
- ✓ Development of feudal systems in medieval Europe and Japan
- ✓ Different civilizations in the Eastern Hemisphere during the Middle Ages with regards to political, social, religious, and economic systems
- ✓ Origins, accomplishments, and geographic diffusion of the Renaissance and the Reformation
- ✓ Ancient and modern geography of the Eastern Hemisphere
- ✓ Examination of primary and secondary sources including written and oral histories, images, and artifacts
- * Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

* Supported by AYL use but not measurable in resource alone

| Disciplinary Skills and Processes | | All Ye Lands Connections |
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| Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | 6.SP1.1 Examine ways that historians and social scientist know about the past. | <p>While the development of students' inquiry skills cannot be measured by a required textbook, All Ye Lands supports the learning of disciplinary processes and skills.</p> <p>Historical events are presented chronologically in a narrative format, which helps students understand historical events as having causal relationships.</p> <p>Ex: Ch 2 (prehistory and how humans came to record their doings so that later generations could understand)</p> |
| | 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts. | |
| | 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity. | |
| | 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society. | |
| Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. | 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras. | Ex: Ch 2 34 – Students are invited to contrast how later generations think about Sumer with what its diverse city-states actually considered to be true about themselves. |
| | 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created. | |
| Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. | 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied. | TRL for most chapters of the textbook link to primary resources and archeological information to support the student's understanding of historical sources. |
| | 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied. | |
| | 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations. | |
| | 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source. | |
| | 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources. | |
| | 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources. | |
| | 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data. | |

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| Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. | 6.SP4.1 Explain the multiple causes and effects of events and developments in the past. | [outside scope of resource] |
| | 6.SP4.2 Organize applicable evidence into a coherent argument about the past. | |
| Civics | | All Ye Lands Connections |
| Citizens have individual rights, roles, and responsibilities. | 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. | Ex: Ch 4 73–79 – Greek city-states and various political structures and thought Ex: Ch 7 159–162 – early spread of Islam and its geopolitical successes |
| Process, rules, and laws direct how individuals are governed and how society addresses problems. | 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. | |
| | 6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government. • Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building. | Ex: Ch 12 280–283 – Aryan politics in ancient India and the beliefs and structures surrounding the caste system |
| Economics | | All Ye Lands Connections |
| A financially literate individual understands how to manage income, spending, and investment. | 6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied. | Ex: Ch 14 333–335 – 17th century Russian castes and economic opportunities and limitations |
| | 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied. | |
| Individuals and institutions are interdependent within market systems. | 6.E3.1 Describe the relationship between various costs and benefits of economic production. | Ex: Ch 8 189–190 – the rise of mercantilism in medieval Europe |
| | 6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities. • Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor. | |
| | 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. | |

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| <p>The interconnected global economy impacts all individuals and groups in significant and varied ways.</p> | <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> | <p>Ex: Ch 10 239–240 – trade routes and the spread of Buddhism</p> |
| | <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> | |
| <p>Geography</p> | | <p><i>All Ye Lands Connections</i></p> |
| <p>The use of geographic representations and tools helps individuals understand their world.</p> | <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> • Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns. | <p>Ch 1 (“Introduction to Geography”) provides a survey of geographical representations.</p> <p>Most chapters in AYL begin with a survey of the geography of the area to be studied, and multiple full-color geopolitical maps (e.g. Ch 8 170) expand student understanding.</p> <p>Ex: Ch 2 26 (inset) – glaciers and land bridges in the Old Stone Age</p> |
| <p>Human-environment interactions are essential aspects of human life in all societies.</p> | <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons. | <p>Ex: Ch 16 379–380 – Peruvian geography and Incan civilization</p> |
| <p>Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.</p> | <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to language, land and sea transportation and trade routes. | <p>Ex: Ch 8 169–172 – geography of Europe and effect on cultural formation</p> |
| | <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires. | <p>Ex: Ch 1 16, 30–33 – early river civilizations</p> <p>Ex: Ch 14 335–338 – the Westernization of Russia by Peter the Great</p> |

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| Global interconnections and spatial patterns are a necessary part of geographic reasoning. | 6.G4.1 Explain why environmental characteristics vary among different world regions. <ul style="list-style-type: none"> • Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. | Most AYL chapters begin with a geographical orientation of a region, including a color-coded topographical map (e.g. Ch 16 376) which connect to and introduce political and historical topics. |
| | 6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. <ul style="list-style-type: none"> • Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters. | Ex: Ch 8 204–205 – the Black Death |
| History | | All Ye Lands Connections |
| The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. | 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. | Broad standard; all chapters in AYL will support students with this learning standard. |
| | 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. <ul style="list-style-type: none"> • Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. | Ex: Ch 8 187–190 – Medieval cultural interactions during Crusades, trade, serfdom |
| Cycles of conflict and cooperation have shaped relations among people, places, and environments. | 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures. <ul style="list-style-type: none"> • Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry. | Ex: Ch 7 (the spread of Islam), TRL Ch 7 (Islamic conquests) |
| Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. | 6.H3.1 Analyze the impact of religious, government, and civic groups over time. | Broad standard; all chapters in AYL will support students with this learning standard. |
| | 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. <ul style="list-style-type: none"> • Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism. | Ex: Ch 8 187–190 – Medieval cultural interactions during Crusades, trade, serfdom |
| | 6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. | Ex: Ch 15 370–371 – American ideas about equality, human rights, and contemporary relevance |
| Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. | 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time. | Ex: Ch 8 181–182 – peasants and serfs Ex: Ch 10 240–247 – surveying China’s varying relationship with outside cultural influences |

7th Grade

Integrated Global Studies: Scientific Revolution & Enlightenment – Present

The content focus will be viewed through historical and geographic lenses. 7th Grade students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States History will be taught as it intersects with global issues.

- ✓ Influence of the Scientific Revolution on innovation and the Enlightenment on the concept of rights
- ✓ Revolutions around the world such as the American Revolution, French Revolution, Russian Revolution, the Cultural Revolution (Mao Zedong), and Latin American revolutions
- ✓ Global imperialism and its lasting consequences on regional conflict, stability, indigenous peoples, and human movement, including slavery and involuntary migrations
- ✓ Impact of industrialization and the rise of organized labor
- ✓ Global depressions
- ✓ World War I and World War II including the time period between the wars with the rise of fascism
- ✓* Cold War including origins, nuclear deterrence, and outcome
- ✓* Global conflicts and their consequences such as the Korean War, Vietnam War, Arab-Israeli Conflict, and Gulf War
- ✓ Government and economic systems such as monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, and capitalism, socialism, and communism including founders, major tenets, practices, and writings
- ✓ Examination of primary and secondary sources including written and oral histories, images, and artifacts
- ✓ Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

* Covered in *The American Venture*, suggested for 8th Grade

| Disciplinary Skills and Processes | | LTN2 Connections (TAV where noted only) |
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| Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | 7.SP1.1 Analyze connections among events and developments in broader historical contexts. | <p>The resource provides the historical background necessary for achieving these learning outcomes.</p> <p>Chronology is sometimes made explicit in text or available in TRL resources, and the resource as a whole is presented chronologically.</p> <p>Ex: Ch 14 402-403 – detailed timeline of the conquest of Rome over 1862–1870 period</p> |
| | 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. | |
| | 7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society. | |
| | 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. | |
| Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. | 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. | Ex: Ch 15 417–412 – Partisanship and group perspectives during the rise of Frances’ Third Republic |
| | 7.SP2.2 Explain how and why perspectives of people have changed over time. | |
| | 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created. | TRL Ch 10 – William Cobbett’s “Poor Man’s Friend” |

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| <p>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> | 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present. | <p>While <i>LTN2</i> is of course not a primary text, it contains frequent references to primary sources throughout the narrative. Many primary sources are available in the TRL.</p> |
| | 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. | |
| | 7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources. | |
| | 7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources. | |
| | 7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose. | |
| | 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments. | |
| | 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations. | |
| <p>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> | 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present. | <p>Use of narrative text format for history studies supports student learning about causality relationships.</p> |
| | 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present. | |
| | 7.SP4.3 Organize applicable evidence into a coherent argument. | |
| | 7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources. | |

| Civics | | LTN2 Connections (TAV where noted only) |
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| Citizens have individual rights, roles, and responsibilities. | 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights. | <p>Ex: Ch 4 – French Revolution</p> <p>Ex: Ch 5 (“Many Revolutions”) – overview of the tumultuous shifts throughout Europe and globally in the early 19th century</p> <p>Ex: TAV Ch 3 & 4 – American Revolution</p> |
| Process, rules, and laws direct how individuals are governed and how society addresses problems. | 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. | Ex: Ch 1 29–30 – review of the concept of “common good” |
| | 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. | Analyzing societal problems and policies, and the decision-making required is supported throughout narrative text. |
| | 7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings. | Ex: Ch 4 (context and origin of the French Revolution); Ch 14 406–413 (Bismarck’s Kulturkampf) |
| | 7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities. | |
| Economics | | LTN2 Connections (TAV where noted only) |
| By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. | 7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. | Historical examples: |
| | 7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. | <p>Ch 13 362–368 – new social classes and conditions</p> <p>Ch 15 431–432 – economic conditions in Ireland and effects</p> |

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| Individuals and institutions are interdependent within market systems. | 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. | Historical examples/connections: Ch 5 134–138 – changing economic conditions and policies Ch 16 449–452 – idea of labor unions in Russia |
| | 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. | |
| | 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. | |
| | 7.E3.4 Explain ways in which money facilitates exchange. | |
| The interconnected global economy impacts all individuals and groups in significant and varied ways. | 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. | Ex: Ch 11 305–310 – economic systems Ex: Ch 13 370–371 – effects of urbanization on trade |
| | 7.E5.2 Compare the various economic systems. | |
| | 7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. | |
| Geography | | LTN2 Connections (TAV where noted only) |
| The use of geographic representations and tools helps individuals understand their world. | 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology. | Multiple full-color maps (geographical, political, historical) available throughout LTN2 text and TRL. |
| | 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. | |
| Human-environment interactions are essential aspects of human life in all societies. | 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. | Connections: Ch 10 292 – Mt Tambora and volcanic winter/crop failures |
| | 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. | Ch 20 618 – pollution and concern for humanity |

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| Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. | 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. | Ex: Ch 20 604–620 – international relations post-WWII and resettlement patterns |
| | 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. | |
| | 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. | |
| | 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. | |
| Global interconnections and spatial patterns are a necessary part of geographic reasoning. | 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. | Ex: Ch 1 40 – expanding global trade and culture Ex: Ch 2 43 – Pytor the Great's conquest of Azov, climate enabling trade expansion |
| | 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade. | |
| | 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions. | |
| | 7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global). | |
| History | | LTN2 Connections (TAV where noted only) |
| The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. | 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. | Broad standard; Ch 1 & 2 specifically for focused discussion of the development of science and technology. Ch 20 – learning bridge to modern world |
| | 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. | |
| Cycles of conflict and cooperation have shaped relations among people, places, and environments. | 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. | Ex: Ch 6 – shifting factions, unifying movements, and conflicts and resolutions in French revolution |
| | 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking. | |

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| Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. | 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews. | Ex: Ch 3 80 – Pietists Ex: Ch 16 453–455 – Lenin and Mensheviks |
| | 7.H3.2 Analyze how economic and political motivations impact people and events. | Ex: Ch 16 464–466 – motivations for the war in the Balkans |
| | 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time. | Ch 1 on the Enlightenment provides a good introduction to the philosophy of these ideas. These introduced ideas are then developed throughout the succeeding chapters. |
| | 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. | Ex: Ch 1 31–34 & Ch 2 57–63 (Voltaire's influence on liberal ideas) |
| | 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today. | Open-ended; this student research standard is supported by <i>LTN2</i> on the whole. |
| Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. | 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms. | Ex: Ch 18 530–531 – diversity vs. homogeneity on a national population |
| | 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility. | Ex: Ch 4 92–95 – class differences in France and how class conflict fomented the Revolution |

8th Grade

Citizenship and Civic Engagement in Today's Society

The content focus will be viewed through civic and economic lenses. Citizenship and civic engagement will be taught through inquiry. 8th Grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments.

- ✓ Foundations of the United States government stemming from historical events such as the American Revolution and Civil War
- ✓ Constitution including structure, function, and principles
- ✓ Formal institutions such as Congress, the courts, the presidency, and linkage institutions such as media, elections, interest groups, polling, and political parties
- ✓ Historical and current legislation and landmark Supreme Court cases
- ✓ Civil rights movements throughout American history
- ✓ Immigration
- ✓ Amendments to the Constitution that have expanded the right to vote and equal protection under the law
- ✓ Social movements and issues both historical and current including the constitutional principles and structures (amendments, courts, Congress, and executive orders) that spur, promote, and protect these movements
- ✓ Human rights and genocides including treaties and organizations that promote human rights and a study of the nations and leaders that abuse human rights and/or support genocide (In addition to the study of the Holocaust, other genocides should be studied)
- ✓ Environmental issues
- Information and media age including digital citizenship and media literacy
- Terrorism both domestic and international and how it influences citizens' safety and rights
- ✓ Examination of primary and secondary sources including written and oral histories, images, and artifacts
- ★★ Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

** Supported by resource implicitly

| Disciplinary Skills and Processes | | The American Venture Connections |
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| Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | 8.SP1.1 Analyze connections among events and developments in broader historical contexts. | Student ability to identify continuity and change is supported by the resource. Teachers will find ample opportunity between narrative content and the TRL to facilitate meeting these skills-focused standards. |
| | 8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity. | |
| | 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society. | |
| | 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. | |
| Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. | 8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. | Ex: Ch 9 175 – Ideas in Action feature #3 instruct students on how to understand Calhoun's arguments from within a historical perspective. |
| | 8.SP2.2 Explain how and why perspectives of people have changed over time. | |
| | 8.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created. | |

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| <p>Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> | <p>8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.</p> <p>8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.</p> <p>8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p> <p>8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.</p> <p>8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.</p> <p>8.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.</p> <p>8.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>8.SP3.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.</p> | <p>While a secondary source, the textbook contains many references to primary sources, and the TRL provide ample opportunity to expand student skill in identifying, organizing, and understanding historical sources.</p> <p>Ex: Ch 10 opens and closes with historical sources on the idea of Manifest Destiny.</p> <p>TRL for each chapter of TAV contain links to historical sources, including letters, period maps, recordings, historical documents, etc.</p> |
| <p>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p> | <p>8.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p> <p>8.SP4.2 Evaluate the influence of various causes of events and developments in the past.</p> <p>8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.</p> <p>8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.</p> | <p>The narrative structure of TAV is chronological and lends itself well to establishing causal progression and understanding the development of historical events. Historical sources are referenced and drawn into the narrative structure.</p> <p>Ex: Ch 11 201–202 examines 19th-century nativism and includes period political cartoons and the front page of a nativist paper.</p> |

| Civics | | The American Venture Connections |
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| Civic virtues and democratic principles are key components of the American political system. | <p>8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.</p> <ul style="list-style-type: none"> Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights. | <p>Ex: Ch 3 54–55; Ch 4 59; Ch 5 & 6; Ch 9 155–156</p> <p>TRL Ch 5 & 6, especially – formation of the Constitution and relationship between Revolution and Constitution</p> |
| | 8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. | <p>Many historic examples of civic virtue are narrated in the textbook.</p> <p>Ex: Ch 4 65–66 (John Adams); Ch 12 & 13 (Abraham Lincoln)</p> |
| | 8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society. | Ex: Ch 19 399–400 – corruption in the Harding administration |
| | 8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects. | [outside scope of resource] |
| Citizens have individual rights, roles, and responsibilities. | 8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts. | <p>See especially Ch 5 & 6; although it can be drawn out in the context of many historical episodes.</p> <p>Ex: Ch 23 473–475 (Civil Rights); Ch 23 499 (civil disobedience after Roe)</p> |
| | 8.C2.2 Explain specific roles, rights and responsibilities of people in a society. | |
| | 8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law. | |
| | 8.C2.4 Explain how immigrants become naturalized citizens. | Resource covers the history of immigration in the United States prior to 1960. Teacher may expand on that background with a survey of current legal avenues. |

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| <p>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.</p> | <p>8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media. | <p>Ex: Ch 16 312–316 – labor organization, unions, and policy changes</p> <p>Ex: Ch 14 270–272 – the Church during Reconstruction</p> |
| | <p>8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.</p> | <p>Ch 6 & TRL Ch 6 – overview of Constitutional structure and the philosophy of its development</p> |
| | <p>8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.</p> | |
| <p>Process, rules, and laws direct how individuals are governed and how society addresses problems.</p> | <p>8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> | <p>While student analysis of contemporary issues is outside the scope of a history text, the historical narratives in TAV give students the necessary background to assess current events thoughtfully and contextually.</p> <p>Ex: Ch 16 provides historical background for understanding contemporary labor issues and laws, as well as the Catholic social teaching background in order to examine injustice.</p> <p>Ex: TRL Ch 16 – <i>Rerum Novarum</i>, especially</p> |
| | <p>8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> | |
| | <p>8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.</p> | |
| | <p>8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.</p> | |
| | <p>8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.</p> | |

| Economics | | The American Venture Connections |
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| A financially literate individual understands how to manage income, spending, and investment. | 8.E1.1 Analyze the relationship between education, income, and job opportunities. | <p>While TAV is not an economics text, it dovetails well with supplementary economics resources, as utilized.</p> <p>TAV does provide excellent coverage of economic principles in action throughout U.S. History. This background provides the necessary context for contemporary economic literacy.</p> |
| | 8.E1.2 Analyze the relationship between interest rates, saving, and use of credit. | |
| | 8.E1.3 Analyze the relationship between investment and return. | |
| | 8.E1.4 Examine the factors that influence spending decisions. | |
| | 8.E1.5 Create a budget and examine the benefits of budgeting. | |
| | 8.E1.6 Analyze the impact of debt on individuals. | |
| | 8.E1.7 Understand several types of financial investments and calculate rates of return. | |
| | 8.E1.8 Identify ways insurance may minimize personal financial risk. | |
| By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. | 8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. | <p>Historical example: Ch 20 (New Deal policies and their effects over time); TRL Ch 20 (in-depth program on New Deal effects on businesses and personal economic situations)</p> |
| | 8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups. | |
| Individuals and institutions are interdependent within market systems. | 8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. | <p>Historical example: Ch 11 208–209 – early stages of the labor movement, competition, and factory trends</p> |
| | 8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production. | |
| | 8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy. | |

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| The domestic economy is shaped by interactions between government, institutions, and the private sector. | 8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups. | Ex: Ch 23 502–504 – speech by Senator Robert Kennedy on welfare and unemployment (primary source) |
| | 8.E4.2 Explain the influence of changes in interest rates on borrowing and investing. | |
| | 8.E4.3 Explain the effect of productivity on standard of living. | |
| The interconnected global economy impacts all individuals and groups in significant and varied ways. | 8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. | Connections: Ch 6 98 – Commerce Clause <i>LTN2</i> (recommended for 7th Grade) Ch 11–13 – discussion of the ideological differences between different economic systems (capitalism, socialism, etc.) |
| | 8.E5.2 Compare various economic systems such as command, mixed, and free market. | |
| | 8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society. | |
| Geography | | <i>The American Venture Connections</i> |
| The use of geographic representations and tools helps individuals understand their world. | 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. <ul style="list-style-type: none"> • Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology. | TAV includes multiple full color maps throughout text (e.g. Ch 10 186, Ch 21 453) and frequent reference to geography within the context of history. TRL include 2D maps, interactive and animated map presentations, and other geographic tools to expand spatial historical thinking. |

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| Human-environment interactions are essential aspects of human life in all societies. | 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate. | Historical connections: Ch 17 342–344 – Theodore Roosevelt’s conservation efforts Ch 15 290–291 – how the railroad enabled cattle ranching and monoculture farming, changing the ecosystems of the Great Plains |
| | 8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. | |
| Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface. | 8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time. | |
| Global Interconnections and spatial patterns are a necessary part of geographic reasoning. | 8G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global). | [outside scope of resource] |
| History | | <i>The American Venture Connections</i> |
| Cycles of conflict and cooperation have shaped relations among people, places, and environments. | 8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States. | Ex: Ch 5 81–86 – Federalist controversies and debates; compare with narrative on the long-term influence of the broad constructionists like Hamilton (Ch 19 407) Ex: Ch 16 310, TRL Ch 16 (Texas Oil Boom documentary) – oil as a resource and its effects on business and industry |
| | 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally. | |
| | 8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies. | |

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| Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. | 8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries. | <p>Ex: Ch 16 321–322 – the rise of populism</p> <p>Ex: Ch 16 323 – Jim Crow laws</p> <p>Ex: Ch 16 317–319 – Working-class religious movements</p> <p>Ex: Ch 17 338–341 – Progressivism</p> |
| | 8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. | <p>Ex: Ch 19 396–397 – 1910s societal changes and calls for reform from American bishops</p> <p>Ex: Ch 22 473–475 (Civil Rights); Ch 23 485–488, TRL Ch 23 (MLK speech)</p> |
| | 8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world. | Ex: Ch 20 422–423 – Catholic social teaching and personal responsibility |
| | 8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today. | [outside scope of resource, but TAV provides excellent background for student research of contemporary issues] |