

# Middle School Social Studies

## Grade 6

<u>Skills &amp; Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>On a historical map locate:</p> <ul style="list-style-type: none"><li>● Tigris and Euphrates Rivers</li><li>● Sumer, Babylon, and Assyria as successive civilizations and empires in this region</li><li>● Explain why the region is sometimes called “the Fertile Crescent.”</li></ul> <p>On a modern map of western Asia:</p> <ul style="list-style-type: none"><li>● Identify the modern countries in the region (Iraq, Iran, and Turkey).</li></ul> <p>The growth of Mesopotamian civilizations:</p> <ul style="list-style-type: none"><li>● Describe importance of irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow</li></ul> <p>On a historical map of the Mediterranean region locate:</p> <ul style="list-style-type: none"><li>● the Mediterranean and Red Seas</li><li>● the Nile River and Delta</li><li>● the areas of ancient Nubia and Egypt</li><li>● the locations of ancient Upper and Lower</li></ul>	<ul style="list-style-type: none"><li>● The Fertile Crescent</li><li>● Ancient Egypt</li><li>● Ancient Greece</li><li>● Ancient Rome</li><li>● Research Paper</li></ul>	<ul style="list-style-type: none"><li>● Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</li><li>● Study skills</li><li>● Research process from plan to finished paper</li></ul>

## Egypt

On a modern map:

- Identify the modern countries of Egypt and Sudan

Describe the role of:

- pharaoh as god/king
- Dynasties
- the importance of at least one Egyptian ruler
- the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt

Summarize important achievements of Egyptian civilization

On a historical map of the Mediterranean area, locate:

- Greece and trace the extent of its influence to 300 BC/BCE

On a modern map of the Mediterranean area, locate:

- Europe
- the Middle East
- the Indian subcontinent
- Locate England, France, Greece, Italy, Spain, and other countries in the Balkan

peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence

Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in Ancient Greece.

Compare and contrast life in Athens and Sparta

Describe the status of women and the functions of slaves in ancient Athens

Analyze the Persian Wars:

- Causes
- Course
- Consequences
- including the origins of marathons

Analyze the Peloponnesian Wars between Athens and Sparta

- Causes
- Course
- Consequences

Describe the rise of Alexander the Great and the spread of Greek culture.

On a historical map, identify:

- ancient Rome and trace the extent of the Roman Empire to 500 AD/CE

Explain how the geographical location of Ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.

Describe:

- the government of the Roman Republic
- its contribution to the development of democratic principles
  - separation of powers
  - rule of law
  - representative government
  - notion of civic duty

Describe the influence of Julius Caesar and

<p>Augustus in Rome's transition from a republic to an empire</p> <p>Explain the reasons for the growth and long life of the Roman Empire.</p> <p>Describe the characteristics of slavery under the Romans.</p> <p>Determine the central ideas or information of:</p> <ul style="list-style-type: none"> <li>● primary or secondary source</li> <li>● provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>● distinguish among fact, opinion, and reasoned judgment in a text</li> </ul>		
<p><b><u>Grade 7</u></b></p> <p>Use map and globe skills learned in prekindergarten to grade five to interpret:</p> <ul style="list-style-type: none"> <li>● different kinds of projections</li> <li>● topographic, landform, political, population, and climate maps</li> </ul> <p>Interpret geographic information from a graph or chart</p> <ul style="list-style-type: none"> <li>● construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data)</li> </ul>	<ul style="list-style-type: none"> <li>● The tools of geography</li> <li>● American consumption patterns</li> <li>● Immigration and migration to the United States</li> <li>● Urban Sprawl in the United States</li> <li>● Supranational Cooperation in the European Union</li> <li>● Oil in Southwest Asia</li> <li>● Research paper -Civil War</li> </ul>	<ul style="list-style-type: none"> <li>● Skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</li> <li>● Study skills</li> <li>● Research process from plan to finished paper</li> </ul>

<p>Explain impact of:</p> <ul style="list-style-type: none"> <li>• urban sprawl on people and the planet</li> <li>• American consumption patterns</li> <li>• migration on the lives of people and the character of places</li> <li>• use of the resources of the rainforest</li> <li>• valuable resources on a region</li> </ul> <p>Explain what forces work for and against cooperation in the European Union.</p> <p>Determine the central ideas or information of:</p> <ul style="list-style-type: none"> <li>• primary or secondary source</li> <li>• provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>• distinguish among fact, opinion, and reasoned judgment in a text</li> </ul>		
<p><b><u>Grade 8</u></b></p> <p>Students analyze primary source images to evaluate:</p> <ul style="list-style-type: none"> <li>• how close African Americans came to full citizenship during Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Native Americans and the West</li> <li>• The Immigrant experience in the U.S.</li> <li>• The Progressive Era</li> <li>• U.S. Imperialism</li> <li>• U.S. and WWI</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</li> <li>• Study skills</li> <li>• Research process from plan to finished paper</li> </ul>

In a Problem Solving Groupwork activity, students create:

- a music video to illustrate how western settlement impacted the Nez Percé
- examine how settlers changed the West and impacted other American Indian groups.

In a Writing for Understanding activity, students create:

- scrapbooks illustrating what life was like for immigrants in the early 1900s

Progressive era leaders:

- evaluate whether progressives improved life in the United States
- Panel discussion

In a Social Studies Skill Builder:

- analyze political cartoons about U.S. actions in world affairs around the turn of the 20th century
- evaluate the differing viewpoints of those actions.

In a Visual Discovery activity:

- analyze and bring to life images depicting key events of the Roaring Twenties, the Great Depression, and New Deal

In a Problem Solving Groupwork activity:

- present radio broadcasts on the impact of World War II on eight social and ethnic

- Roaring 20s
- Great Depression
- New Deal
- WWII
- Research paper

groups in the United States		
-----------------------------	--	--