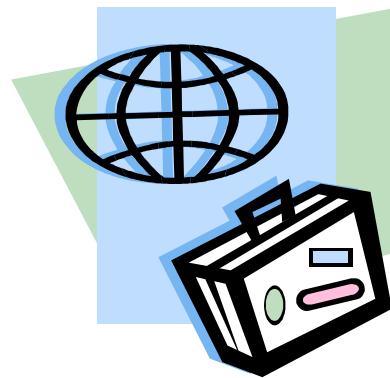


# SOCIAL STUDIES

## Grade 6



*Niles Middle School Social Studies Department*

SY2009-2010

**September Grade: 6 Social Studies**

**Essential Understanding: Collecting, organizing and analyzing data helps people make decisions and develop theories.**

**Indicators:**

**History**

**Chronology**

A Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Early Civilizations B**

3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:
- hunting and gathering;
  - tool making;
  - use of fire;
  - domestication of plants and animals;
  - organization societies;
  - governance.

**People in Societies**

**Cultures A**

1. Compare the cultural practices and products of the societies studied including: (Paleolithic-Agricultural Revolution)
- beliefs; a. class structure
  - customs and traditions.
  - gender roles

**Geography**

**Location A**

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

**Human Environmental Interaction C**

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
- bodies of water;
  - landforms;
  - climates;
  - vegetations.

**Movement D**

8. Explain push and pull factors that cause people to migrate from place to place including:
- environmental

**Study Skills and Methods**

- Use multiple sources to obtain information and define essential vocabulary for a research project including: trade books; periodicals; video tapes; electronic sources.
- Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
- Organize information using outlines and graphic organizers.
- Complete a research project that includes a bibliography. (One a semester: start with how to do a simple bibliographic entry for one of the resources from Indicator 3.)
  - Working effectively to achieve group goals: engage in active listening; provide feedback in a constructive manner; help establish group goals; take various roles within the group; recognize contributions of others.
- Use the Problem Solving Process as early humans struggled to survive.
  - identifying a problem;
  - gathering information;
  - listing and considering options;
  - considering advantages and disadvantages of options;
  - choosing and implementing a solution;
  - developing criteria for judging its effectiveness;
  - evaluate the effectiveness of the solution

**Vocabulary**

civilizations ,agriculture, domestication, geographic, location, multiple-tier timeline, Paleolithic Era, revolution of agriculture, governance, multiple sources, primary sources, secondary sources, generalizations, feedback, constructive manner, contribution, bibliography, graphic organizers, essential vocabulary, outlines, human settlements, regions, push/pull factors, physical/human features, migration, human migration, coordinates

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**October Grade: 6 Social Studies**

**Essential Understanding:** The focus will be a geographic, cultural, and economic study of the Middle East and North Africa. A minor focus will include the early river civilizations of Mesopotamia and the Nile. Students will primarily analyze the current nations in the Middle East and North Africa to compare and contrast the cultural practices and products of the societies, as well as, the three major religions of the world. (North Africa could include: Morocco, Algeria, Tunisia, Libya, Egypt.)

**Indicators:**

History

1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.
3. Compare the geographic, political, economic and social characteristics of the river civilizations in the *Nile, Tigris & Euphrates* (Mesopotamia), before 1000 B.C. including: location; government; religion; agriculture; cultural and scientific contributions.

People in Societies

1. Compare the cultural practices and products of the societies studied including: class structure; gender roles; beliefs; customs and traditions.
2. Compare world religions & belief systems focusing on geographic origins, founding leaders & teachings including: Christianity; Judaism, Islam. Buddhism Hinduism
3. Explain factors that foster conflict or cooperation among countries: language; religion; types of government; historic relationships; economic interests

Geography

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: agriculture; fishing; mining; manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.
5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: bodies of water; vegetations; landforms; weathering; climate; seismic activity.
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: desertification; urbanization; deforestation
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: dam building; energy production/usage; agriculture.
8. Explain push and pull factors that cause people to migrate from place to place including: oppression / freedom poverty / economic opportunity; cultural ties; political conflicts; environmental factors.
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Role of Government

1. Explain reasons for the creation of governments such as: protecting lives, liberty and property; providing services that individuals cannot provide for themselves.
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
3. Explain the ways that countries interact with each other including: diplomacy; treaties; international meetings and exchanges such as, the United Nations; military conflict.
4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Economics

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.
3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost how this causes both production & consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services
6. Distinguish between goods/services typically produced by private sector and public sector.

**OCTOBER - continued Grade: 6 Social Studies**

**Essential Understanding:** The focus will be a geographic, cultural, and economic study of the Middle East and North Africa. A minor focus will include the early river civilizations of Mesopotamia and the Nile. Students will primarily analyze the current nations in the Middle East and North Africa to compare and contrast the cultural practices and products of the societies, as well as, the three major religions of the world. (North Africa could include: Morocco, Algeria, Tunisia, Libya, Egypt.)

Citizenship Rights & Responsibilities

Participation

1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government.

Rights and Responsibilities

2. Compare the rights and responsibilities of citizens living under various systems of government.

Study Skills and Methods

Obtaining Information

1. Use multiple sources to obtain information and define essential vocabulary for a research project including: almanacs; periodicals; gazetteers; video tapes; trade books; electronic sources.

2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

3. Organize information using outlines and graphic organizers.

4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

5. Complete a research project that includes a bibliography. (One a semester: start with how to do a simple bibliographic entry for one of the resources from Indicator 1.)

7. Working effectively to achieve group goals: *(Units: 4, 6)*

- a. engage in active listening;
- b. provide feedback in a constructive manner;
- c. help establish group goals;
- d. take various roles within the group;
- e. recognize contributions of others.

Use the Problem Solving Process in historic, social, geographic, economic and political situations.

- a. identifying a problem;
- b. gathering information;
- c. listing and considering options;
- d. considering advantages and disadvantages of options;
- e. choosing and implementing a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluate the effectiveness of the solution.

Vocabulary

Multiple –tier time line, B.C./A.D., BCE/CE, geographic, political, economic and social characteristics, civilizations, location, government, religion, agriculture, cultural and scientific contributions, cultural practices and products, societies, class structure, gender roles, beliefs, customs and traditions, Christianity, Judaism, Islam, Buddhism, Hinduism, foster conflict or cooperation, economic interest, coordinates, distribution, transportation, communication, resources, push and pull factors, positive and negative consequences, patterns of characteristics, human settlements, regions, primary geographic causes, world trade, uneven distribution of natural resources, productive resources, entrepreneurship, production of goods and services, specialize, production, consumption, goods, services, imported, exported, supply, demand, market clearing price, liberty, sovereignty, territory, provinces, monarchies, dictatorships, opportunities, influence political process, rights and responsibilities of citizens, multiple sources, essential voc., gazetteers, primary and secondary sources, generalizations, outlines, graphic organizers, pictographs, bar graphs, line graphs, circle graphs, tables, flowcharts, bibliography, feedback in a constructive manner, contributions, advantages, disadvantages, criteria for judging

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**AUTHENTIC ASSESSMENT**

Teacher  
Use Only

**NOVEMBER/DECEMBER Grade: 6 Social Studies**

**Essential Understanding: The importance of geographic, cultural and economics is essential to development in Africa. Analysis of current African nation’s cultural practices and products will include comparisons to other global nations. Students will continue to focus on defining characteristics of government and citizenship.**

**Indicators:**  
History  
 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.  
 2. Arrange dates in order on a time line

People in Societies  
Cultures  
 1. Compare the cultural practices and products of the societies studied including: (Previous unit to current unit cultures) class structure; gender roles, beliefs; customs and traditions.

Interaction  
 2. Explain factors that foster conflict or cooperation among countries: language; religion; types of government; historic relationships; economic interests

Geography  
Location  
 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.  
 2. Use coordinates of latitude and longitude to locate points on a world map.

Places and Regions  
 Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: agriculture; mining; fishing; manufacturing.  
 Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Human Environmental Interaction  
 Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: bodies of water; landforms; climate; vegetations; weathering seismic activity.  
 Describe ways in which human migration has an impact on the physical and human characteristics of places including: desertification

Economics  
 Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

Government  
 Role of Government  
 1. Explain reasons for the creation of governments such as: protecting lives, liberty & property providing services that individuals cannot provide for themselves.  
 2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.  
 3. Explain the ways that countries interact with each other including: diplomacy; treaties; international meetings & exchanges such as the United Nations; military conflict.

System of Government  
 Describe the defining characteristics of democracies, monarchies and dictatorships.

Citizenship Rights & Responsibilities  
 Participation  
 1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government.

Rights and Responsibilities  
 2. Compare the rights and responsibilities of citizens living under various systems of government.

Vocabulary  
 Vocabulary multiple-tier timeline, B.C. A.D., cultural practices and products of societies class structure, gender roles, beliefs, customs and traditions, economic interests, foster conflict and cooperation, distribution, transportation, communication, resources, regions, human settlements, landforms, climate, vegetations, weathering, seismic activity, positive and negative consequences of modifying the environment, primary geographic causes for world trade, uneven distribution of resources, goods and services imported and exported, supply, demand, market clearing price, liberty, sovereignty, territory, provinces, monarchies, dictatorships, opportunity to influence political processes, rights, responsibilities, citizens, multiple sources, essential, gazetteers, primary and secondary sources, generalizations, outlines, graphic organizers, pictographs, bar graphs, line graphs, circle graphs, tables, flow charts, bibliography, feedback, criteria for judging,

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**JANUARY/FEBRUARY      Grade: 6      Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Asia. Analysis of current Asian nation's cultural practices and products will include comparisons to other global nations. This study will include the early Huang Ho and Indus Valley civilizations. Study will include Asian economics and two major Asia religions.

**Indicators:**History

Chronology A

1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events.
2. Arrange dates in order on a time line using the conventions.
3. Early Civilizations Compare the geographic, political, economic and social characteristics of the river civilizations in the *Huang Ho* and *Indus valleys* before 1000 B.C. including: location, government, religion, agriculture, cultural and scientific contributions.

People in Societies

## Cultures

1. Compare the cultural practices and products of the societies studied including: class structure, gender roles, beliefs, customs and traditions.
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including: Buddhism, Hinduism
3. Explain factors that foster conflict or cooperation among countries: language religion, types of government, historic relationships and economic interests.

Government

1. Explain reasons for the creation of government such as: protecting lives, liberty & property providing services that individuals cannot provide for themselves.
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
3. Describe the defining characteristics of democracies, monarchies and dictatorships.

Citizenship Rights & Responsibilities

1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government.
2. Compare the rights and responsibilities of citizens living under various systems of government.

Geography

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.
3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: agriculture, fishing, mining and manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.
5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: bodies of water, vegetations, landforms, weathering, climate, seismic activity
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
  - a. urbanization
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: dam building, energy production/usage agriculture.
8. Explain push and pull factors that cause people to migrate from place to place including: oppression / freedom, poverty / economic opportunity, cultural ties, political conflicts, environmental factors.
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Economics

1. Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.
3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.
6. Distinguish between goods and services typically produced by the private sector and the public sector.

**JANUARY/FEBRUARY - *continued* Grade: 6 Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Asia. Analysis of current Asian nation’s cultural practices and products will include comparisons to other global nations. This study will include the early Huang Ho and Indus Valley civilizations. Study will include Asian economics and two major Asia religions.

**Study Skills and Methods**

1. Use multiple sources to obtain information and define essential vocabulary for a research project including: almanacs; gazetteers; trade books; periodicals; video tapes; electronic sources.
2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
5. Complete a research project that includes a bibliography. (One a semester: start with how to do a simple bibliographic entry for one of the resources from Indicator 1.)

**Problem Solving**

Use the Problem Solving Process in historic, social, geographic, economic and political situations as they apply to problems faced by Asian people and nations.

- a. identifying a problem;
- b. gathering information;
- c. listing and considering options;
- d. considering advantages and disadvantages of options;
- e. choosing and implementing a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluate the effectiveness of the solution.

**Vocabulary**

Vocabulary multiple tier timeline, B.C., A.D., location, government, religion, agriculture, cultural and scientific contributions, cultural practices and products of societies, class structure, gender roles, beliefs, Buddhism, Hinduism, foster conflict and cooperation, economic interest, coordinates, distribution, transportation, communication, resources, vegetations, weathering, seismic activity, push/pull factors, primary geographic causes for world trade, uneven distribution of natural resources, specialization, production, consumption, goods, services, imported, exported, supply, demand, market clearing price, liberty, sovereignty provinces, monarchies, dictatorships, opportunities that influence the political process, rights, responsibilities, multiple sources, gazetteers, primary and secondary sources, generalizations, outlines, graphic organizers, pictographs, bar graphs, line graphs, circle graphs, tables, flow charts, bibliography, criteria for judging

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**AUTHENTIC ASSESSMENT**

Teacher  
Use Only

**MARCH/APRIL Grade: 6 Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Latin and South America. Analysis of current Latin and South American nation’s cultural practices and products will include comparisons to other global nations. This study will include Maya, Inca, Aztec and Mississippian civilizations. The unit will include a minor focus n human environmental interactions and migrations.

<p><b>Indicators:</b></p> <p><u>History</u> Construct a multiple-tier time line from a list of events &amp; interpret the relationships between the events.</p> <p>Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including: Location, government, religion, agriculture, cultural and scientific contributions.</p> <p><u>People in Societies</u> Compare the cultural practices and products of the societies studied <u>including</u>: class structure; gender roles, beliefs, customs and traditions.</p> <p>Explain factors that foster conflict or cooperation among countries: types of government, historic relationships and economic interests.</p> <p><u>Government</u> Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p> <p>Describe the defining characteristics of democracies, monarchies and dictatorships.</p> <p><u>Economics</u> Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.</p> <p>Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.</p>	<p><u>Geography</u></p> <ol style="list-style-type: none"> <li>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</li> <li>2. Use coordinates of latitude and longitude to locate points on a world map.</li> <li>3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: agriculture, mining, fishing and manufacturing.</li> <li>4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.</li> <li>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions <u>including</u>: bodies of water, landforms, climate, vegetations, weathering, and seismic activity.</li> <li>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: urbanization, desertification, deforestation.</li> <li>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: dam building, energy production/usage, agriculture.</li> <li>8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: oppression / freedom, poverty / economic opportunity, cultural ties, political conflicts, environmental factors.</li> <li>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources.</li> </ol>
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**MARCH/APRIL - continued Grade: 6 Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Latin and South America. Analysis of current Latin and South American nation’s cultural practices and products will include comparisons to other global nations. This study will include Maya, Inca, Aztec and Mississippian civilizations. The unit will include a minor focus n human environmental interactions and migrations.

Study Skills and Methods

1. Use multiple sources to obtain information and define essential vocabulary for a research project including:
  - a. almanacs;
  - b. gazetteers;
  - c. trade books;
  - d. periodicals;
  - e. video tapes;
  - f. electronic sources.
2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
5. Complete a research project that includes a bibliography.  
(One a semester: start with how to do a simple bibliographic entry for one of the resources from Indicator 1.)
6. Communicate a position on a topic orally or in writing & support the position with evidence.
7. Working effectively to achieve group goals:
  - a. engage in active listening;
  - b. provide feedback in a constructive manner;
  - c. help establish group goals;
  - d. take various roles within the group;
  - e. recognize contributions of others.

Use the Problem Solving Process in historic, social, geographic, economic and political situations as they apply to problems faced by Latin American people and nations.

- a. identifying a problem;
- b. gathering information;
- c. listing and considering options;
- d. considering advantages and disadvantages of options;
- e. choosing and implementing a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluate the effectiveness of the solution

Vocabulary

Vocabulary multiple tier timeline, location, government, religion, agriculture, cultural and scientific contributions, cultural practices and products of societies, class structure, gender roles, beliefs, foster conflict and cooperation, economic interest, distribution, resources, vegetations, weathering, seismic activity, push/pull factors, primary geographic causes for world trade, uneven distribution of natural resources, specialization, production, consumption, goods, services, imported, exported, supply, demand, market clearing price, territory, sovereignty, provinces, monarchies, dictatorships, multiple sources, gazetteers, primary and secondary sources, generalizations, outlines, graphic organizers, pictographs, bar graphs, line graphs, circle graphs, tables, flow charts, bibliography, evidence, criteria for judging, feedback in a constructive manner

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**AUTHENTIC ASSESSMENT**

Teacher  
Use Only

**May Grade: 6 Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Europe. Analysis of current European nation's cultural practices and products will include comparisons to other global nations. Students will do a research project including a bibliography and individual presentation.

**Indicators:**History

Construct a multiple-tier time line from a list of events & interpret the relationships between the events.

Arrange dates in order on a time line using the conventions.

People in Societies

Compare the cultural practices and products of the societies studied including: class structure, gender roles, beliefs, customs and traditions.

Explain factors that foster conflict or cooperation among countries: Language, religion, types of government, historic relationships and economic interests.

Government

Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.

Explain the ways that countries interact with each other including: Diplomacy, treaties, international meetings & exchanges such as the United Nations, military conflict.

Describe the defining characteristics of democracies, monarchies and dictatorships.

Economics

Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions.

Explain that most decisions involve trade-offs and give examples.

Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.

Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

Distinguish between goods and services typically produced by the private sector and the public sector.

**Indicators continued:**Geography

Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.

Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: Agriculture, mining, fishing and manufacturing.

Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: bodies of water, landforms, climate, vegetations, weathering and seismic activity.

Describe ways in which human migration has an impact on the physical and human characteristics of places including: urbanization and deforestation.

Explain push and pull factors that cause people to migrate from place to place including: oppression / freedom, poverty / economic opportunity, cultural ties, political conflicts, environmental factors.

Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

**May – continued    Grade: 6                      Social Studies**

**Essential Understanding:** The importance of geographic, cultural and economics is essential to development in Europe. Analysis of current European nation’s cultural practices and products will include comparisons to other global nations. Students will do a research project including a bibliography and individual presentation.

Study Skills and Methods

1. Use multiple sources to obtain information and define essential vocabulary for a research project including:
  - a. almanacs;
  - b. gazetteers;
  - c. trade books;
  - d. periodicals;
  - e. video tapes;
  - f. electronic sources.
  
2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
  
3. Organize information using outlines and graphic organizers.
  
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
  
5. Complete a research project that includes a bibliography. (One a semester: start with how to do a simple bibliographic entry for one of the resources from Indicator 1.)
  
6. Communicate a position on a topic orally or in writing & support the position with evidence.
  
7. Working effectively to achieve group goals
  - a. engage in active listening;
  - b. provide feedback in a constructive manner;
  - c. help establish group goals;
  - d. take various roles within the group;
  - e. recognize contributions of others.

**Problem Solving**

Use the Problem Solving Process in historic, social, geographic, economic and political situations as they apply to problems faced by European people and nations.

- a. identifying a problem;
- b. gathering information;
- c. listing and considering options;
- d. considering advantages and disadvantages of options;
- e. choosing and implementing a solution;
- f. developing criteria for judging its effectiveness;
- g. evaluate the effectiveness of the solution.

Vocabulary

Vocabulary multiple tier timeline, B.C., A.D., foster conflict and cooperation, economic interest, vegetations, weathering, seismic activity, push/pull factors, primary geographic causes for world trade, uneven distribution of natural resources, specialization, productive resources, entrepreneurship, production, consumption, goods, services, trade off, imported, exported, supply, demand, private sector, public sector, liberty, sovereignty provinces, monarchies, dictatorships, rights, responsibilities, multiple sources, gazetteers, primary and secondary sources, generalizations, bibliography, criteria for judging

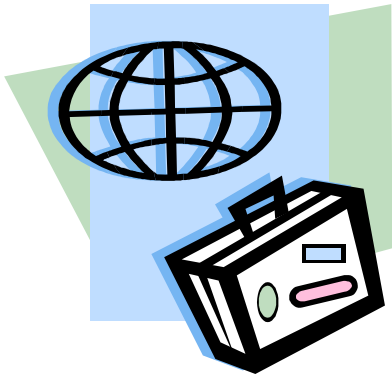
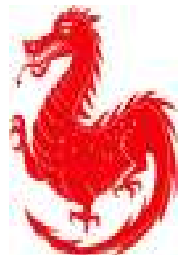
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**AUTHENTIC ASSESSMENT**

Teacher  
Use Only

# WORLD HISTORY

## Grade 7



*Niles Middle School Social Studies Department*

SY2009-2010

**SEPTEMBER Grade: 7th Social Studies Unit 1 The Golden Age of India and China**

**Essential Understanding-** This unit is a brief overview of the impact of Ancient India and China to concepts of government, cultural advancements, spread of religions, and systems of labor.

**Indicators:****History****Chronology A**

1. Group events by broadly defined **historical eras** and enter onto **multiple-tier time lines**.

**Early Civilizations B**

2. Describe the enduring impact of the early India and Chinese **civilization** after 1000 B.C. including:

- the development of concepts of government and citizenship;
- scientific and **cultural advancements**;
- the spread of religions;
- slavery and **systems of labor**. (This unit: 1000 B.C. to 400 B.C.)

(A **very brief introduction** to: India's caste system, Epic Age & Hinduism and Buddhism. For China consider the Zhou (Chou) dynasty, Confucius, the Great Wall, etc.)

**Government****Systems of Government C**

2. Describe the **essential** characteristics of the systems of government found in **city-states, kingdoms** and **empires** from ancient times through the Middle Ages

**Citizenship Rights & Responsibilities**

1. Explain how the participation of **citizens** differs under a **monarchy**.

**People in Societies****Cultures A**

1. Analyze the **relationships among cultural practices, products** and **perspectives** of early civilizations.

2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.

4. Describe the cultural and scientific **legacies** of Chinese civilizations.

**Geography**

On a map, identify places related to the historical events being studied and explain their **significance**.

**Human Environmental Interaction**

4. Use **physical** and **historical maps** to analyze the reasons that human features are located in particular places.

**Economic****Scarcity and Resource Allocation A A**

1. Compare the endowment of productive resources in world regions and explain how

2. this **endowment** contributed to **specialization**, trade and **interdependence** in ancient times.

**SEPTEMBER – continued** Grade: 7th Social Studies Unit 1 The Golden Age of India and China

**Essential Understanding-** This unit is a brief overview of the impact of Ancient India and China to concepts of government, cultural advancements, spread of religions, and systems of labor. historical events perspectives norms values **viewpoints** frames of references options implementing criteria

Study Skills and Methods

Thinking and Organizing B

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today’s **norms** and **values**.

Communicating Information C

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

Problem Solving D

3. Establish guidelines, rules and time lines for group work.  
  
4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.

- Apply the Problem Solving Steps
- a. identifying a problem
  - b. gathering information
  - c. listing and considering **options**

Vocabulary

Historical eras ,multiple-tier time lines, civilizations ,cultural practices, product perspectives belief system, technology ,legacies ,significance ,physical historical maps, impede diffusion, physical features, war, trade, endowment, specialization interdependence, essential city-states, kingdoms empires, citizens monarchy

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AUTHENTIC ASSESSMENT

Teacher Use Only

**OCTOBER** Grade: 7th Social Studies Unit 2: Ancient Greeks (Early Civilizations)

**Essential Understanding:** The unit will focus on the enduring impact of the Ancient Greeks to concepts of government, cultural advancements, spread of religions, and systems of labor. Comparisons are made between Greek Government and the United States direct Representative democracy.

**History****Chronology A**

1. Group events by broadly defined **historical eras** and enter onto **multiple-tier time lines**.
2. Describe the enduring impact of early **civilizations** in Greece after 1000 B.C. including:
  - a. the development of concepts of government and citizenship;
  - b. scientific and **cultural advancements**;
  - c. the spread of religions;
  - d. slavery and systems of labor.

**Government****Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including: physical features; culture; war; trade; technology.

**People in Societies****Thinking and Organizing B**

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today's **norms** and **values**.

**Communicating Information C**

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

**Problem Solving D**

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which

**Geography****Location A**

1. For each of the societies studied, identify the location of significant physical & human characteristics on a map of the **relevant** region.
2. On a map, identify places related to the historical events being studied & explain their **significance**.

**Places and Regions B**

3. Describe changes in the **physical** and **human characteristics** of regions that occur over time & identify the consequences of such changes.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons human features are located in particular places.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including: physical features; culture; war; trade; technology.

**Economics****Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including: physical features; culture; war; trade; technology.

**OCTOBER -continued Grade: 7th Social Studies Unit 2: Ancient Greeks (Early Civilizations)**

**Essential Understanding:** The unit will focus on the enduring impact of the Ancient Greeks to concepts of government, cultural advancements, spread of religions, and systems of labor. Comparisons are made between Greek Government and the United States direct Representative democracy.

**Study Skills and Methods**

**Thinking and Organizing B**

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today's **norms** and **values**.

**Communicating Information C**

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

**Problem Solving D**

3. Establish guidelines, rules and time lines for group work.  
  
4. Reflect on the performance of a classroom group in which one has participated.

**Apply Problem Solving Process**

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing criteria for judging its effectiveness
- g. evaluating the effectiveness of the solution.

**Vocabulary**

Historical eras, multiple- tier time lines, civilizations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**NOVEMBER/DECEMBER Grade: 7th Social Studies Unit 3 Ancient Romans:****Essential Understanding:** The unit will focus on the enduring impact of the systems of labor.**History**

1. Group events by broadly defined **historical eras** and enter onto **multiple-tier time lines**.

**Early Civilizations B**

2. Describe the enduring impact of early **civilizations** in Rome after 1000 B.C. including:

- the development of concepts of government & citizenship;
- scientific and **cultural advancements**;
- the spread of religions;
- slavery and systems of labor.

**People in Societies**

None

**Cultures A**

1. Analyze the **relationships** among **cultural practices, products** and **perspectives** of early civilizations.

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.

4. Describe the cultural and scientific **legacies** of Roman civilizations.

**Government****Systems of Government C**

1. Compare **direct and representative democracy** using examples of **ancient Athens**, the **Roman republic** and the United States today

**Citizenship Rights & Responsibilities****Systems of Government C**

1. Compare **direct and representative democracy** using examples of **ancient Athens**, the **Roman republic** and the United States today.

**Geography****Location A**

1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the **relevant** region.

2. On a map, identify places related to the historical events being studied and explain their **significance**.

**Places and Regions B**

3. Describe changes in the **physical** and **human characteristics** of regions that occur over time and identify the consequences of such changes.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons human features are located in particular places.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including:

- physical features**;
- culture**;
- war**;
- trade**;
- technology**.

**NOVEMBER/DECEMBER – continued** Grade: 7th Social Studies Unit 3 Ancient Romans:**Essential Understanding:** The unit will focus on the enduring impact of the systems of labor.**Economics****Scarcity and Resource Allocation A**

1. Compare the endowment of productive resources in world regions and explain how this **endowment** contributed to **specialization**, trade & **interdependence** in ancient times.

**Markets B**

2. Describe the growth of cities and the establishment of **trade routes** in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, **textiles**, paper, **precious metals** and new crops); and the role of **merchants**.

**Study Skills and Methods****Thinking and Organizing B**

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today's **norms** and **values**.

**Communicating Information C**

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

**Problem Solving D**

3. Establish guidelines, rules and time lines for group work.

4. Reflect on the performance of a classroom group in which one has participated.

**Apply Problem Solving Process**

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing criteria for judging its effectiveness
- g. evaluating the effectiveness of the solution.

**Vocabulary**

Historical eras, multiple- tier time lines, civatations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

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**AUTHENTIC ASSESSMENT****Teacher Use Only**

**JANUARY Grade: 7th Social Studies Unit 4 Feudal System**

**Essential Understanding-** This unit will focus on conditions that gave the rise to feudalism as well as political, economic and social characteristics of feudalism, in Asia (Japan) and Europe

**History****Chronology A**

1. Group events by broadly defined **historical eras** and enter onto multiple-tier time lines.

**Feudalism and Transitions C**

3. Describe the conditions that gave rise to **feudalism**, as well as **political, economic** and **social characteristics** of feudalism, in Asia and Europe.

**People in Societies****Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.
4. Describe the cultural and scientific **legacies** of European (and Japanese) civilizations.

**Government****Systems of Government C**

2. Describe the **essential characteristics** of the systems of government found in **city-states, kingdoms** and **empires** from ancient times through the Middle Ages

**Citizenship Rights & Responsibilities****Participation A**

1. Explain how the participation of **citizens** differs under **monarchy, direct democracy** and **representative democracy**.

**Rights and Responsibilities B**

2. Describe the rights found in the **Magna Carta** and show connections to rights Americas have today.

**Geography****Location A**

1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the **relevant region**.

2. On a map, identify places related to the historical events being studied and explain their **significance**.

**Places and Regions B**

3. Describe changes in the **physical** and **human characteristics** of regions that occur over time and identify the consequences of such changes.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons that human features are located in particular places.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including:

- a. **physical features**;
- b. **culture**;
- c. **war**;
- d. **trade**;
- e. **technological innovations**.

**JANUARY - continued** Grade: 7th Social Studies Unit 4 Feudal System

**Essential Understanding-** This unit will focus on conditions that gave the rise to feudalism as well as political, economic and social characteristics of feudalism, in Asia (Japan) and Europe

**Economics**

Scarcity and Resource Allocation A

1. Compare the endowment of productive resources in world regions and explain how this **endowment** contributed to **specialization**, trade & **interdependence** in ancient times.

**Vocabulary**

Historical eras, multiple- tier time lines, civilizations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

*AUTHENTIC ASSESSMENT*

Teacher Use Only

**February Grade: 7th Social Studies Unit 5 Middle Ages**

**Essential Understanding- This unit will focus on the impacts of three military conquests: Muslim conquest, the Crusades and the Mongol invasions.**

**History****Chronology A**

1. Group events by broadly defined **historical eras** and enter onto multiple-tier time lines.
4. Explain the lasting effects of military conquests during the Middle Ages including:
  - a. **Muslim conquests**;
  - b. the **Crusades**;
  - c. the Mongol **invasions**.

**Government****Systems of Government C**

2. Describe the **essential characteristics** of the systems of government found in **city-states, kingdoms** and **empires** from ancient times through the Middle Ages.

**Citizenship Rights & Responsibilities****Participation A**

1. Explain how the participation of citizens differs under **monarchy, direct democracy** and **representative democracy**.

**Economics****Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including:
  - a. **physical features**;
  - b. **culture**;
  - c. **war**;
  - d. **trade**;
  - e. **technological innovations**.

**People in Societies****Cultures A**

2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.
4. Describe the cultural and scientific **legacies** of European (and Japanese) civilizations.

**Geography****Location A**

1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the **relevant** region.
2. On a map, identify places related to the historical events being studied and explain their **significance**.

**Places and Regions B**

3. Describe changes in the **physical** and **human characteristics** of regions that occur over time and identify the consequences of such changes.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons that human features are located in particular places.

**February - continued Grade: 7th Social Studies Unit 5 Middle Ages**

**Essential Understanding-** This unit will focus on the impacts of three military conquests: Muslim conquest, the Crusades and the Mongol invasions.

**Study Skills and Methods**

**Thinking and Organizing B**

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today’s **norms** and **values**.

**Communicating Information C**

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

**Problem Solving D**

3. Establish guidelines, rules and time lines for group work.  
  
4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.

**Apply Problem Solving Process**

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing criteria for judging its effectiveness
- g. evaluating the effectiveness of the solution

**Vocabulary**

Historical eras, multiple- tier time lines, cavitations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**March Grade: 7th Social Studies Unit 6 The Renaissance and Reformation**

**Essential Understanding:** The unit will focus on major achievements in art and literature and inventions during the Renaissance and reformation

**History**

**Chronology A**

1. Group events by broadly defined **historical eras** and enter onto **multiple-tier time lines**.

**Feudalism and Transitions C**

5. Describe the impact of new ideas and **institutions** on European life **including:**

- a. the significance of printing with moveable type;
- b. major achievements in art, architecture and literature during the **Renaissance**;
- c. the **Reformation**.

**People in Societies**

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.

4. Describe the cultural and scientific **legacies** of European civilizations.

**Geography**

**Places and Regions B**

3. Describe changes in the **physical** and **human characteristics** of regions that occur over time and identify the consequences of such changes.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons that human features are located in particular places.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place **including:**

- b. **culture**;
- c. **war**;
- d. trade;
- e. **technological innovations**.

**Economics**

**Scarcity and Resource Allocation A**

1. Compare the endowment of productive resources in world regions and explain how this **endowment** contributed to **specialization**, trade and **interdependence** in ancient times.

**Markets B**

2. Describe the growth of cities and the establishment of **trade routes** in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, **textiles**, paper, **precious metals** and new crops); and the role of **merchants**.

**March – continued** Grade: 7th Social Studies Unit 6 The Renaissance and Reformation

**Essential Understanding:** The unit will focus on major achievements in art and literature and inventions during the Renaissance and reformation. There is an innate desire in humans to know and to be free.

Study Skills and Methods

Thinking and Organizing B

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today’s **norms** and **values**.

Communicating Information C

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

Problem Solving D

3. Establish guidelines, rules and time lines for group work.  
  
4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.

Problem Solving Process

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- e. choosing and **implementing** a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution.

**Note:** The **bolded letter** at the end of each organizer heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals.

Vocabulary

Historical eras, multiple- tier time lines, civilizations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**April Grade: 7th Social Studies Unit7 West Africa**

**Essential Understanding** : The unit will focus on the effects the West African empires of Ghana, Mali, and Songhay

**History****Chronology A**

1. Group events by broadly defined historical eras and enter onto multiple-tier time lines. The First Global Age D
6. Describe the importance of the West African **empires** of Ghana, Mali and Songhay including:
  - a. trade routes;
  - b. products;
  - c. spread of the Arabic language;
  - d. spread of **Islam**.

**People in Societies****Cultures A**

1. Analyze the **relationships** among **cultural practices, products** and **perspectives** of early civilizations.

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.
4. Describe the cultural and scientific **legacies** of African and Arab civilizations.

**Government****Systems of Government C**

3. Describe the **essential characteristics** of the systems of government found in **city-states, kingdoms** and **empires** from ancient times through the Middle Ages.

**Geography****Location A**

2. On a map, identify places related to the historical events being studied and explain their **significance**.

**Human Environmental Interaction C**

4. Use **physical** and **historical maps** to analyze the reasons that human features are located in particular places.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place including:
  - a. **physical features**;
  - b. **culture**;
  - d. **trade**;

**Economics****Markets B**

2. Describe the growth of cities and the establishment of **trade routes** in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as spices, **textiles**, paper, **precious metals** and new crops); and the role of **merchants**.

**April – continued Grade: 7th Social Studies Unit7 West Africa**

**Essential Understanding** - The unit will focus on the effects the West African empires of Ghana, Mali, and Songhay **Continued.....**

**Citizenship Rights & Responsibilities**

*Participation A*

1. Explain how the participation of citizens differs under **monarchy**, **direct democracy** and **representative democracy**

**Study Skills and Methods**

Thinking and Organizing B

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today’s **norms** and **values**.

Communicating Information C

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

Problem Solving D

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.

Apply Problem Solving Process

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing criteria for judging its effectiveness
- g. evaluating the effectiveness of the solution.

**Vocabulary**

Historical eras, multiple- tier time lines, civilizations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria.

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

**May Grade: 7th Social Studies Unit 8 Age of Exploration**

**Essential Understanding:** The unit will focus on the cause of effects of European exploration from 1400 to 1750 including imperialism, colonialism, and mercantilism

**History****Chronology A**

1. Group events by broadly defined **historical eras** and enter onto **multiple-tier time lines**.

**The First Global Age D**

7. Describe the cause and effects of European exploration after 1400 **including:**

- a. **imperialism, colonialism and mercantilism;**
- b. impact on the peoples of **sub-Saharan Africa, Asia and the Americas.**

**People in Societies****Cultures A**

1. Analyze the **relationships** among **cultural practices, products and perspectives** of early civilizations.

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.

4. Describe the cultural and scientific **legacies** of European civilizations.

**Geography****Cultures A**

1. Analyze the **relationships** among **cultural practices, products and perspectives** of early civilizations.

**Diffusion C**

3. Give examples of contacts among different cultures that led to the change in **belief systems**, art, science, **technology**, language or systems of government.

4. Describe the cultural and scientific **legacies** of European civilizations.

**Movement D**

5. Describe the geographic factors and processes that contribute to and **impede** the **diffusion** of people, products and ideas from place to place **including:**

- a. **physical features;**
- b. **culture;**
- c. **war;**
- d. **trade;**
- e. **technological innovations.**

**Economics****Markets B**

2. Describe the growth of cities and the establishment of **trade routes** in Asia, Africa and Europe; the products and inventions that traveled along these routes (such as, spices, **textiles**, paper, **precious metals** and new crops); and the role of **merchants**.

**May – continued    Grade: 7th    Social Studies    Unit 8 Age of Exploration**

**Essential Understanding** - The unit will focus on the cause of effects of European exploration from 1400 to 1750 including imperialism, colonialism, and mercantilism

**Study Skills and Methods**

Thinking and Organizing B

1. Describe **historical events** and issues from the **perspectives** of people living at the time in order to avoid evaluating the past in terms of today’s **norms** and **values**.

Communicating Information C

2. Compare multiple **viewpoints** and **frames of references** related to important events in world history.

Problem Solving D

3. Establish guidelines, rules and time lines for group work.

Problem Solving D

4. Reflect on the performance of a classroom group in which one has participated including the contributions of each member in group goals.

Apply Problem Solving Process

- a. identifying a problem
- b. gathering information
- c. listing and considering **options**
- d. considering advantages and disadvantages of options
- choosing and **implementing** a solution
- f. developing **criteria** for judging its effectiveness
- g. evaluating the effectiveness of the solution

**Vocabulary**

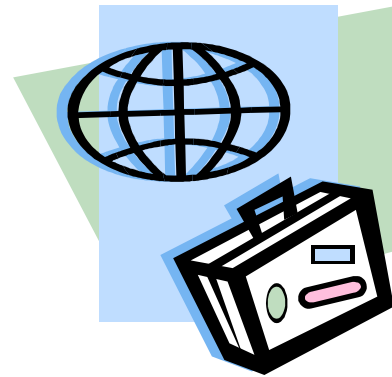
Historical eras, multiple- tier time lines, civilizations, cultural advancement systems of labor, relationships, cultural practices products perspectives belief systems technology legacies, relevant significance, physical and human characteristics impede diffusion physical features, culture war, trade technological innovations endowment specialization interdependence trade routes, textiles, precious metals merchants direct and representative democracy, essential city-states, kingdoms empires , citizens monarchy historical events perspectives norms values viewpoints frames of reference options criteria

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

# AMERICAN HISTORY Grade 8



*Niles Middle School Social Studies Department*  
SY2009-2010

**SEPTEMBER/OCTOBER Grade: 8 Social Studies\_Unit 1 Colonization**

**Essential Understanding:** This unit will focus on the political, religious and economic aspects of North American colonization including: colonization, difference among exploring nations, interactions between American Indians and European settlers, indentured servitude and the introduction of slavery, early representative governments and the conflict among colonial powers for control of North America.

**Indicators:****History****The First Global Age**

2. Describe the political, religious and economic aspects of North American including:
- reasons for colonization, including religion, desire for land and economic opportunity;
  - key differences among the Spanish, French and British colonies;
  - interactions between American Indians and European settlers including the agricultural and cultural exchanges, alliances and conflict;
  - indentured servitude and the introduction and institutionalization of slavery;
  - early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; conflicts among colonial powers for control of North America

**People in Societies****Interaction**

- Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States. Describe and explain the social, economic and political effects of: stereotyping and prejudice, racism and discrimination;
- Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.
- Analyze the economic, geographic, religious and political factors that contributed to the enslavement of Africans in North America; resistance to slavery

**Economics****Markets**

- Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries.

**Geography****Human Environmental Interaction**

- Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**Movement** D

- Explain how colonization, westward expansion, immigration & advances in transportation and communication changed geographic patterns in the United States.

**Citizenship Rights & Responsibilities**

- Show connections between the rights and responsibilities of citizenship including:
  - voting and staying informed on issues;
  - being tried by a jury and serving on juries;
  - having rights and respecting the rights of others.

**Study Skills and Methods****Obtaining Information** A

- Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

**Problem Solving** D

- Organize and lead a discussion.
- Identify ways to manage conflict within a group.

**Problem Solving Process**

- identifying a problem
- gathering information
- listing and considering options
- considering advantages and disadvantages of options
- choosing and implementing a solution
- developing criteria for judging its effectiveness
- evaluating the effectiveness of the solution.

**Vocabulary**

Colonization, economic opportunity, agricultural and cultural exchanges, alliances, conflicts, slavery, town meetings, colonial assemblies, diversity, stereotyping, prejudice, racism, discrimination, treaties, land acquisition, enslavement, resistance, immigrant, productive resources, mercantilism, global trading, trade barriers, tariffs, import, export, self-government, natural rights, Enlightenment, bicameralism, repeal, voting, jury

**AUTHENTIC ASSESSMENT**

Teacher Use Only

**NOVEMBER/DECEMBER      Grade: 8      Social Studies Unit 2 American Revolution**

**Essential Understanding:** This unit will identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: English taxes, challenges by colonists, the American Revolution including significant military struggles, the creation of state constitutions and the impact to women, African-Americans, & American Indians.

**Indicators:**HistoryChronology

1. Select events and construct a multiple-tier time line to show relationships among events.

Revolution

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
- the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Act;
  - the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
4. Explain the results of important developments of the American Revolution including:
- a declaration of American independence;
  - character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
  - impact on women, African-Americans and American Indians.

People in SocietiesInteraction

2. Describe and explain the social, economic and political effects of: stereotyping and prejudice; racism and discrimination;
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.

Diffusion

6. Explain how the diverse people of the United States developed a common national identity.

GovernmentRole of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence & their relationship to Enlightenment ideas.

Citizenship Rights & ResponsibilitiesParticipation

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
- the Sons of Liberty and Committees of Correspondence and American independence.

Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
- Jefferson and the contradiction between the ideas of the Declaration of Independence & his role as a slave owner.

**NOVEMBER/DECEMBER - *continued* Grade: 8 Social Studies**

**Essential Understanding:** This unit will identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: English taxes, challenges by colonists, the American Revolution including significant military struggles, the creation of state constitutions and the impact to women, African-Americans, & American Indians.

**Indicators:**

**Economics**

Scarcity and Resource Allocation

- 1. Explain how the uneven distribution of productive resources influenced historic events such as, the Civil War.

Markets

- 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- 3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War

**Geography**

Movement

- 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

**Study Skills and Methods**

Participation

- 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
  - b. the Sons of Liberty and Committees of Correspondence and American independence.

Rights and Responsibilities

- 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
  - b. Jefferson and the contradiction between the ideas of the Declaration of Independence & his role as a slave owner.

**Vocabulary:** Perspectives, neutral colonists, Intolerable Acts, boycotts, petitions, appeals, declaration, constitutions, taxation without representation, interactions, diversity, treaties, distribution of productive resources, mercantilism, global trading, tariffs, trade barriers, self-government, natural rights, civic

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

## DECEMBER/JANUARY Grade: 8 Social Studies Unit 3 A New Nation & Its Constitution

**Essential Understanding:** This unit will explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation and the challenges in writing and ratifying the United States Constitution including: the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade, the Federalist / Anti-Federalist debate, and the debate over the Bill of Rights.

### Indicators:

#### History

##### Chronology

1. Select events and construct a multiple-tier time line to show relationships among events.

Describe the actions taken to build one country from 13 states

##### including:

- the precedents established by George Washington, including the cabinet and a two-term presidency;
- Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
- the establishment of an independent federal court system.

#### People in Societies

##### Diffusion

6. Explain how the diverse people of the United States developed a common national identity.

4. Analyze the economic, geographic, religious and political factors that contributed to:

- the enslavement of Africans in North America;
- resistance to slavery.

5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

#### Citizenship Rights & Responsibilities

##### Participation A

2. Explain how the opportunities for civic participation expanded during the first half of the 19<sup>th</sup> century including: nominating conventions; expansion of the franchise; active campaigning.

##### Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

- Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner.

4. Show connections between the rights and responsibilities of citizenship including: voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others.

#### Government

2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:

- payment of debt.

##### Rules and Laws B

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:

- Shay's Rebellion;
- economic instability;
- government under the Articles of Confederation.

##### Rules and Laws B

4. Explain the political concepts expressed in the U.S. Constitution:

- representative democracy;
- federalism;
- bicameralism;
- separation of powers;
- checks and balance.

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order and security.

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:

- freedom of religion, speech, press, assembly and petition;
- right to trial by jury and the right to counsel;
- due process and equal protection of the laws.

8. Describe the process by which a bill becomes a law.

**DECEMBER/JANUARY - continued Grade: 8 Social Studies**

**Essential Understanding:** This unit will explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation and the challenges in writing and ratifying the United States Constitution including: the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade, the Federalist / Anti-Federalist debate, and the debate over the Bill of Rights.

**Indicators:**

Economics

Scarcity and Resource Allocation

- 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Government and the Economy

- 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.
- 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

Geography

Human Environmental Interaction

- 2. Analyze how physical characteristics of the environment influenced **population distribution**, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

Vocabulary

domestic, republic, Articles of Confederation, national security, war debts, revenue, ratifying, compromises, Federalist/Anti-federalist, debate, Bill of Rights, precedents, cabinet, national bank, federal court system, territorial expansion, Northwest Ordinance, states' rights, balance of power, self-government, natural rights, Enlightenment, political parties, national bank, economic instability, civic, franchise

Study Skills and Methods

Obtaining Information

- 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Communicating Information

- 3. Write a position paper or give an oral presentation that includes citation of sources.

Problem Solving

- 4. Organize and lead a discussion.
- 5. Identify ways to manage conflict within a group.

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**AUTHENTIC ASSESSMENT**

Teacher Use Only

## **FEBRUARY Grade: 8 Social Studies Unit 4 American Westward Expansion**

**Essential Understanding:** This unit will focus on analyzing the territorial expansion of the U.S. including the Northwest Ordinance, the Louisiana Purchase and the Lewis and Clark expedition, westward movement including Manifest Destiny, and the Texas War for Independence and the Mexican-American War.

### **Indicators:**

#### History

##### Civil War and Reconstruction

8. Describe and analyze the territorial expansion of the United States including: Northwest Ordinance the Louisiana Purchase and the Lewis and Clark expedition; westward movement including Manifest Destiny; the Texas War for Independence and the Mexican-American War.

#### People in Societies

##### Interaction

3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.

##### Diffusion

6. Explain how the diverse people of the U.S. developed a common national identity.

#### Citizenship Rights & Responsibilities

##### Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: state constitutional conventions & the disenfranchisement of free blacks; Jackson and his role in Indian removal.

#### Economics

##### Government and the Economy C

5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy

#### Government

##### Rules and Laws

5. Explain how the United States Constitution protects the rights of citizens, **regulates** the use of territory, and manages conflict and established order and security.  
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

#### Geography

##### Places and Regions

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

##### Human Environmental Interaction

2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

##### Movement

3. Explain how westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States

#### Study Skills and Methods

##### Obtaining Information

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

##### Communicating Information

2. Construct a historical narrative using primary and secondary sources.

##### Problem Solving

4. Organize and lead a discussion. Apply the Problem Solving Process to Westward Expansion

**Vocabulary:** territorial expansion, Northwest Ordinance, expédition, Manifest Destiny, treaties, land acquisitions, population distribution, immigration, disenfranchisement, Indian removal

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### AUTHENTIC ASSESSMENT

Teacher Use Only

## **MARCH Grade: 8 Social Studies\_Unit 5: Pre-Civil War: The Nation Fractures**

**Essential Understanding:** This unit will focus on explanations of causes for the Civil War with an emphasis on slavery, states' rights, extension of slavery, the abolitionist movement, the addition of new states, and the emergence of Lincoln as a national figure. The Social Reform movement will be addressed

Indicators:

### History

#### Civil War and Reconstruction

9. Explain causes of the Civil War with emphasis on: slavery; states' rights; the different economies of the North and South; the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; the abolitionist movement and the role of Frederick Douglass and John Brown; the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession.

### People in Societies

#### Interaction

2. racism and discrimination; institutionalized racism and institutionalized discrimination.
4. Analyze the economic, geographic, religious and political factors that contributed to:
  - a. the enslavement of Africans in North America;
  - b. resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

### Government

#### Rules and Laws B

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, and manages conflict & established order and security.

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of gov't. in order to protect the rights of individuals with emphasis on: due process and equal protection of the laws

### Geography

#### Places and Regions

1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

### Study Skills and Methods

#### Obtaining Information

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular **era** or event.

#### Communicating Information

3. Write a **position paper** or give an oral presentation that includes citation of sources.

#### Problem Solving

4. Organize and lead a discussion.

5. Identify ways to manage conflict within a group.

**Vocabulary:** states' rights, abolitionist, secession, Dred Scott, Frederick Douglass, John Brown, Elizabeth Cady Stanton, Underground Railroad, Fugitive Slave Act, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, popular sovereignty:

**MARCH - *continued* Grade: 8 Social Studies**

**Essential Understanding:** This unit will focus on explanations of causes for the Civil War with an emphasis on slavery, states' rights, extension of slavery, the abolitionist movement, the addition of new states, and the emergence of Lincoln as a national figure. The Social Reform movement will be addressed

**Indicators:****Citizenship Rights & Responsibilities**Participation

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: the Underground Railroad and the abolitionist movement /abolition of slavery.

2. Explain how the opportunities for civic participation expanded during the first half of the 19<sup>th</sup> century including: nominating conventions; expansion of the franchise; active campaigning.

Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: Frederick Douglass and the abolitionist movement. Elizabeth Cady Stanton and women's rights.

4. Show connections between the rights and responsibilities of citizenship including:

- a. voting and staying informed on issues;
- c. having rights and respecting the rights of others.

**Economics**Scarcity and Resource Allocation

1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Government and the Economy

3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.

**AUTHENTIC ASSESSMENT**

Teacher Use Only

## APRIL/MAY Grade: 8 Social Studies Unit 6: Civil War and Reconstruction

**Essential Understanding:** This unit will focus on explaining the cause relationships of the Civil War including significant individuals and the Emancipation Proclamation and the effects on Reconstruction including amendments to the Constitution and the enforcement of black codes.

Indicators:

### History

#### Chronology

1. Select events and construct a multiple-tier time line to show relationships among events.

#### Civil War and Reconstruction

10. Explain the course and consequences of the Civil War with emphasis on: contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant; the Emancipation Proclamation; the Battle of Gettysburg.

11. Analyze the consequences of Reconstruction with emphasis on: President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the Constitution; the Ku Klux Klan and the enactment of black codes.

### People in Societies

#### Interaction

2. Describe and explain the social, economic and political effects of:

- stereotyping and prejudice;
- racism and discrimination;
- institutionalized racism and institutionalized discrimination.

#### Diffusion

6. Explain how the diverse people of the U.S. developed a common national identity.

### Government

#### Rules and Laws

5. Explain how the U.S. Constitution protects the rights of citizens, **regulates** the use of territory, manages conflict & established order and security.

### Geography

#### Places and Regions

1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

#### Human Environmental Interaction

2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

#### Movement

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States

### Study Skills and Methods

#### Obtaining Information

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

#### Communicating Information

2. Construct a historical narrative using primary and secondary sources.

#### Problem Solving

4. Organize and lead a discussion.

### Vocabulary:

Succession, Emancipation Proclamation, assassinations, Reconstruction, impeachment, free men, Ku Klux Klan, black codes, suffrage

**APRIL/MAY - continued Grade: 8 Social Studies\_Unit 6: Civil War and Reconstruction**

**Essential Understanding:** This unit will focus on explaining the cause relationships of the Civil War including significant individuals and the Emancipation Proclamation and the effects on Reconstruction including amendments to the Constitution and the enforcement of black codes.

**Indicators:**

Citizenship Rights & Responsibilities

Participation A

- 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
  - b. the Underground Railroad and the abolitionist movement/abolition of slavery.

Rights and Responsibilities

- 4. Show connections between the rights and responsibilities of citizenship including: voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others.

Economics

Scarcity and Resource Allocation

- 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Government and the Economy

- 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

**AUTHENTIC ASSESSMENT**

Teacher Use Only