

Christ Lutheran
Social Studies Curriculum

Grade Six

Theme: World History and Geography: Ancient Civilizations

Goal: Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Objectives:

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Instructional Materials:

Projects and Field Trips may include but are not limited to:

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Grade Seven

Theme: World History and Geography: Medieval and Early Modern Times

Goal: Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Objectives:

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.9 Students analyze the historical developments of the Reformation.

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Instructional Materials:

Projects and Field Trips may include but are not limited to:

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Grade Eight

Theme: United States History and Geography: Growth and Conflict

Goal: Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Objectives:

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.5 Students analyze U.S. foreign policy in the early Republic.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Instructional Materials:

Projects and Field Trips may include but are not limited to: