



Social Studies Scope and Sequence Grade 6 - 8

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The Units provides a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standard and benchmarks mean.
- The progressions provides valuable information for pre assessment as well as information on what follows.

SOCIAL STUDIES STANDARDS

Standard 1: Time, Continuity and Change

Learners understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Standard 2: Connections and Conflict

Learners understand the causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

Standard 3: People, Places and Environment

Learners will understand the interactions and relationship between human societies and their physical environment.

Standard 4: Culture

Learners understand cultural and intellectual developments and interactions among and within societies.

Standard 5: Society & Environment

Learners understand social systems and structures and how these influence individuals.

Standard 6: Governance & Citizenship

Learners understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.

Standard 7: Production, Distribution & Consumption

Learners understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

Standard 8: Science, Technology & Society

Learners understand how societies have influenced and been influenced by scientific developments and technological developments.

N.B.: In the benchmarks for this standard, the term "belief systems" refers to an ordered, established body of thinking and faith that influence one's perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.

Grade 6 Units

Macro concept: Change and Adaptation			
Yearlong Study – Current Events Micro Concept: Change			
Unit 1	Unit 2	Unit 3	Unit 4
Investigating our World	Our Origins	Early Civilizations	Climate Change
Micro Concept: Relationships	Micro Concept: Adaptation/Origins	Micro Concept: Civilization	Micro Concept: Innovation

Macro Concept: Systems			
Yearlong Study Current Events Micro Concept: Connectedness			
Unit 1	Unit 2	Unit 3	Unit 4
Decline and Rise of Civilizations	The Legacy of China	Small Actions Lead to Big Change	Africa: Problems and Potential in the 21st Century
Micro Concept: Change	Micro Concept: Cooperation	Micro Concept: Interdependence	Micro Concept: Conflict

Macro Concept: Global Citizenship			
Unit 1	Unit 2	Unit 3	Unit 4
Power	Guns or Peace Pipes	Are my rights the same as yours?	Fair Trade
Micro Concept: Government and Citizenship	Micro Concept: Conflict and Connections	Micro Concept: Human Rights	Micro Concept: Trade

Standard 1: Time, Continuity and Change.

Learners understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
<p>1.1</p> <p>Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change</p>	<p>Intro to History and Geography Current Events Our Origins Early Civilizations</p>	<p>Decline of Civilizations * Considered in all Grade 7 units</p>	<p>*Considered in all Grade 8 units</p>
<p>1.2</p> <p>Identify and use primary and secondary sources in historical research and examine historical resources for a point of view, context, bias (including gender and race), and distortion or propaganda</p>	<p>Intro to History and Geography Current Events</p>	<p>*Considered in all Grade 7 units</p>	<p>*Considered in all Grade 8 units Guns or Peace Pipes - Primary and secondary documents to inquire into different points of view - Teaching historical thinking skills in order to use the documents</p>
<p>1.3</p> <p>Apply knowledge of the past to explain current events</p>	<p>Intro to History and Geography</p>	<p>Decline of Civilizations - Take the conceptual understanding of decline and rise and apply to the decline of the US hegemony</p>	<p>Are my Rights the Same as Yours? - Evolution of human rights from the time of the magna carta to the UDHR - Apply to a contemporary case study</p>
<p>1.4</p> <p>Analyze multiple interpretations of an historical or current event to explain the causes of significant current and historical events and issues</p>	<p>Current Events</p>	<p>Current Events</p>	<p>Guns or Peace Pipes - Consider causes such as psychological needs, resources to examine causes of conflict - Examine the implications of these against current situations Are my Rights the Same as Yours? - Considering historical events that give rise to the development of rights</p>
<p>1.5</p>	<p>Our Origins</p>		

Differentiate between historical facts and historical interpretations	- Examine the evidence to support theories and claims		
1.6 Explain the causes of significant historical and current political events and issues		Decline of Civilizations - The factors that contributed to the decline of the Middle Ages	
1.7 Analyze quantitative data to answer questions about history	Climate Change - Consider quantitative data to examine the impact on the environment		

Standard 2: Connections and Conflict.			
Learners understand the causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
2.1 Explain forces for change that result in increasing world interaction such as environment, belief systems, economics, geography/land, ethnicity/race/gender, culture and balance of power		Current Events	Free Trade or Fair Trade - Examining the inequity in some systems, how to make a difference, considering scarcity, demand and supply, and how economic choices impact
2.2		The Legacy of China	Guns or Peace Pipes

Explain how historical legacies have facilitated global understanding or caused misunderstanding		- How trade has helped us to facilitate a global identity	- The implications of historical events as they play out in current conflicts
2.3 Explain the relationships and tensions between national sovereignty and global interest			Are my Rights the Same as Yours - The tension between international and national laws
2.4 Explain issues and standards related to human rights (i.e. Those contained in the Universal Declaration of Human Rights)			Are my Rights the Same as Yours? - Criteria that are the foundation of Human Rights (universal, indivisible, inalienable)
2.5 Explain how international trade and resource distribution can influence cooperation and conflict			Guns or Peace Pipes - The division of limited resources

Standard 3: People, Places and Environment.

Learners understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
3.1 Use appropriate data sources and geographic tools to	Intro to History and Geography - Examine appropriate data sources Current Events Our Origins		

generate, manipulate, and interpret information			
3.2 Understand, interpret and analyse what is heard, read, or viewed on a variety of topics	Climate Change - Examine increased severity of global phenomena and its impact		
3.3 Explain reasons for migration and how migration affects the physical and human characteristics of a place	Our Origins - Moving from a more mobile population to a more sedentary base – based on agriculture and animal domestication		
3.4 Explain conventional and alternative uses of land and water resources in the community, region, and beyond	Climate Change - Consideration of possible solutions to alleviate current problems		
3.5 Describe geographic factors that can affect the creation, cohesiveness, and integration of countries	Early Civilizations		

Standard 4: Culture.

Learners understand cultural and intellectual developments and interactions among and within societies.

N.B.: In the benchmarks for this standard, the term "belief systems" refers to an ordered, established body of thinking and faith that influence one's perceptions of self and the world. It includes such concepts as religion, philosophies (including political and economic), and science.

Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
<p>4.1</p> <p>Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in</p>	Early Civilizations		
<p>4.2</p> <p>Examine the major religions of the world in terms of their beliefs, rituals and sacred texts</p>		Decline of Civilizations Legacy of China - Buddhism, Confucianism, Daoism, Legalism, Catholicism, Protestantism, Islam	
<p>4.3</p> <p>Evaluate ethical questions and behavioral norms from points of view of different belief systems and cultural groups</p>		Decline of Civilizations - Power and influence of the Catholic church The Legacy of China - Consider case studies and their varying ethical norms	
<p>4.4</p> <p>Evaluate the impact of globalization on different cultures and populations</p>		The Legacy of China - The effect of trade	
<p>4.5</p> <p>Evaluate major movements in literature, music, and the visual</p>		Decline of Civilizations - The Renaissance	

arts and ways in which they expressed or shaped dominant social values			
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Standard 5: Society & Environment.			
Learners understand social systems and structures and how these influence individuals.			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
5.1 Explain how cultural and other attitudes, values, and beliefs influence personal behavior and the development of personal identity		The Legacy of China - Case Studies; How actions are reflected by our beliefs	
5.2 Recognize the foundation of one's own and other's viewpoints			Guns or Peace Pipes - Dimensions of self Are my Rights the Same as Yours - Dimensions of self
5.3 Understand and analyze the impact of stereotyping (race, ethnicity, gender, class, etc.) on individuals and groups		Africa: Problems and Potential in the 21st C - The legacy of the age of imperialism	
5.4 Describe how sociological circumstances (race, ethnicity,		Africa: Problems and Potential in the 21st C - Black versus blue lives matter (cause and effect)	Guns or Peace Pipes - Arab and Israeli perceptions of the conflict (ethnicity)

gender, class, etc.) influence an individual's perceptions and reactions to the world			
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Standard 6: Society & Environment.			
Learners understand social systems and structures and how these influence individuals.			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
6.1 Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve			The Power to Be...(Government) - People in varying circumstances may benefit from different economic and political systems - Strengths and weaknesses of different systems
6.2 Explain how different types of government acquire, use and justify power			The Power to Be - Examining the different systems, and how they use, acquire and justify power
6.3 Describe major issues involving rights, responsibilities, roles and status of the individual in relation to the general welfare			The Power to Be... - Consideration of current events/political rights/limits of free speech
6.4 Know functions and responsibilities of branches of government, government leaders and public servants			The Power to Be... - Independent study on different types of government

6.5 Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship			The Power to Be... - Criteria for citizenship (access, rights and responsibilities)
6.6 Describe important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, the Declaration of Rights of Man and Citizen, and the Universal Declaration of Human Rights)			Are my Rights the Same as Yours? - History of the evolution of human rights
6.7 Explain the role of judicial systems in local, national and international contexts			

Standard 7: Production, Distribution & Consumption.			
Learners understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
7.1 Describe historical and contemporary economic systems		Decline of Civilizations - Compare feudalism and capitalism	Power to be... - Consider grey area between communism and capitalism

7.2 Understand primary causes of world trade		Decline of Civilizations - The unintentional consequences of the Crusades The Legacy of China - The Silk Road	Free Trade or Fair Trade -
7.3 Understand global patterns of resource distribution and use			Free Trade or Fair Trade -
7.4 Describe how governments and markets allocate limited resources among competing wants and needs			Free Trade or Fair Trade -
7.5 Evaluate conventional and alternative uses of resources	Climate Change		

Standard 8: Science, Technology & Society.

Learners understand how societies have influenced and been influenced by scientific developments and technological developments.

Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
	Change & Adaptation	Systems	Global Citizens
8.1 Understand that the prerequisites for the adoption of a particular technology are social need, social resources, and cultural attitude	Early Civilizations		
8.2			

Explain how the adoption of scientific knowledge and use of technologies influence cultures and the environment	Our Origins Climate Change		
8.3 Understand the concept "pace of change"	Our Origins Climate Change		