

## Organization of Western and Eastern Hemisphere Studies in Grades Six and Seven

The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3. These components may be arranged over the two years with the understanding that all grade level content expectations for 6 and 7 must be included in the plan for instruction.

An approach which integrates the study of the ancient world and a present day context for geography, economics, and government of both hemispheres requires careful planning. As of the writing of this document, grade level testing is not currently planned for social studies, therefore, districts are afforded flexibility on the organizational delivery models for the content in grades 6 and 7. The charts below illustrate organizational options for how those studies might be scheduled for delivery to students.

The first chart illustrates options for an integrated course of study, called Western and Eastern Hemisphere Studies, in the sixth and seventh grades. This model infuses ancient world history into a regional Western and Eastern Hemisphere organization. The difference between the options shown in this chart is the number of weeks devoted to specific topics. Notice that the shaded columns show the number of weeks used in the first year to supplement the teaching of Eastern Hemisphere Studies. **The three options shown are only examples.** A local school district may adopt another, such as spending 27 weeks on Western Hemisphere Studies. It should also be noted that a district may wish to offer the Eastern Hemisphere Studies in sixth grade and Western Hemisphere Studies in seventh grade.

### Examples of Organization for Grades Six and Seven by Hemisphere

Western Hemisphere Studies					Eastern Hemisphere Studies					
Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Western Hemisphere	The World in Spatial Terms Overview and Geography of Western Hemisphere	Contemporary Civics and Economics of the Western Hemisphere	Global Issues Past and Present	Number of Weeks Remaining to Begin Teaching the Eastern Hemisphere	Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Eastern Hemisphere	The World in Spatial Terms Overview and Geography of Eastern Hemisphere	Contemporary Civics and Economics of the Eastern Hemisphere	Global Issues Past and Present
1 year = 36 weeks	7 weeks	19 weeks	5 weeks	5 weeks	0 weeks	1 year = 36 weeks	12 weeks	16 weeks	3 weeks	5 weeks
24 weeks	7 weeks	11 weeks	2 weeks	4 weeks	12 weeks	48 weeks (36 weeks + 12 weeks from Grade 6)	17 weeks	22 weeks	3 weeks	6 weeks
28 weeks	7 weeks	14 weeks	3 weeks	4 weeks	8 weeks	44 weeks (36 weeks + 8 weeks from Grade 6)	15 weeks	20 weeks	3 weeks	6 weeks

This next chart shows an example of how a local district might decide to divide the content by discipline with one year of ancient world history and one year of world geography. Again, all 6th and 7th Grade Level Content Expectations must be included in this discipline-based organizational delivery model.

### Example of Organization for Grades Six and Seven by Content Discipline

Ancient World Studies						World Geography Studies				
Number of Weeks of Study	The World in Temporal Terms	Ancient History of Eastern Hemisphere	Ancient History of Western Hemisphere	Contemporary Civics/ Government and Economics	Global Issues Past and Present	Number of Weeks of Study	The World in Spatial Terms	Geography of the Eastern Hemisphere	Geography of the Western Hemisphere	Global Issues Past and Present
36 weeks	2 weeks	15 weeks	9 weeks	4 weeks	6 weeks	36 weeks	2 weeks	19 weeks	9 weeks	6 weeks

# An Overview of Western and Eastern Hemisphere Studies

## The World in Temporal Terms – Historical Habits of Mind

*(Included in Grade 6 as a foundation for Grade 7)*

Students will identify the conceptual devices to organize their study of the world. They will compare cultural and historical interpretation. They will use the process of reasoning based on evidence from the past and interpret a variety of historical documents recognizing fact from opinion and seeking multiple historical perspectives and will evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Students will explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

### WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Students will describe and differentiate defining characteristics of early civilizations.

### WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

*(Grades six and seven includes World History to 300 C.E./A.D.)*

Students will analyze the innovations and social, political, and economic changes that occurred through emergence of classical civilizations in the major regions of the world, including the establishment of five major world religions.

## The World in Spatial Terms – Geographical Habits of Mind

*(Included in Grade 6 as a foundation for Grade 7)*

Students will study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. They will engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. They will identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Students will explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

### Places and Regions

Students will describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. They will analyze the physical and human characteristics of places and regions.

### Physical Systems

Students will describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. They will identify and analyze the patterns and characteristics of the major ecosystems on Earth.

### Human Systems

Students will explain that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. They will study human populations, cultural mosaics, economic interdependence, human settlement, and cooperation.

### Environment and Society

Students will explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. They will explain how human action modifies the physical environment and how physical systems affect human systems.

### **Global Issues Past and Present (Capstone Projects, G6)**

The challenges of the 21st century require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information, and make decisions that arise during their lifetimes. They will need to practice responsible citizenship and make informed and reasoned decisions for the public good in a pluralistic, democratic society and an interdependent world.

Throughout the school year, the students will be introduced to topics that address global issues that integrate time and place. The topics are important for understanding contemporary global issues that affect countries and regions. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

A capstone project entails the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. Students use technology and traditional sources to collect data that they develop into a product or performance that clearly demonstrates their proficiency in applying content from the core disciplines. They use public discourse, decision making, and citizen involvement in completing and presenting the capstone. The students demonstrate inquiry methods and compose persuasive civic essays using reasoned arguments. The capstone project proposes a plan for the future based on the evidence researched. At least three global issues should be used in capstone projects at each grade level.

### **Purposes of Government**

Students will analyze how people identify, organize, and accomplish the purposes of government.

### **Structure and Functions of Government**

Students will describe the major activities of government including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

### **Relationship of United States to Other Nations and World Affairs**

Students will explain that the world is organized politically into nation-states, and how nation-states interact with one another.

### **The Market Economy**

Students will describe the market economy in terms of relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

### **The National Economy**

Students will use economic concepts, terminology, and data to identify and describe how a national economy functions. They will study the role of government as a provider of goods and services within a national economy.

### **The International Economy**

Students will analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

### **Public Discourse, Decision Making, Citizen Involvement**

Students will identify and analyze public policy issues, express and justify decisions, and develop an action plan to inform others.

Sixth grade students will explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and will study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

## HISTORY

### HI The World in Temporal Terms: Historical Habits of Mind (Foundational for Grade 7)

- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

### WI WHG Era 1 – The Beginnings of Human Society

- 1.1 Peopling of the Earth
- 1.2 Agricultural Revolution

### W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples

- 2.1 Early Civilizations and Early Pastoral Societies

### W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires

- 3.1 Classical Traditions and Major Empires in the Western Hemisphere

## GEOGRAPHY

### G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)

- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

### G2 Places and Regions

- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

### G3 Physical Systems

- 3.1 Physical Processes
- 3.2 Ecosystems

### G4 Human Systems

- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

### G5 Environment and Society

- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

### G6 Global Issues Past and Present

- 6.1 Global Topic Investigation and Issue Analysis

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

- 1.1 Nature of Civic Life, Politics, and Government

### C3 Structure and Functions of Government

- 3.6 Characteristics of Nation-States

### C4 Relationship of United States to Other Nations and World Affairs

- 4.3 Conflict and Cooperation Between and Among Nations

## ECONOMICS

### E1 The Market Economy

- 1.1 Individual, Business, and Government Choices

### E2 The National Economy

- 2.3 Role of Government

### E3 International Economy

- 3.1 Economic Systems
- 3.3 Economic Interdependence

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

## 6TH GRADE WESTERN HEMISPHERE STUDIES

Sixth Grade includes North America, Central America, the Caribbean, and South America. Europe and Russia are listed in the document in grade 7, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 are included in Grades 6 and 7 as a foundation for High School World History and Geography.

*Note: The World in Temporal Terms and The World in Spatial Terms become foundational expectations for the 7th Grade study of the Eastern Hemisphere.*

## HISTORY

### HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (WAYS OF THINKING)

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

#### HI.1 Temporal Thinking

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 6 – HI.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

#### HI.2 Historical Inquiry and Analysis

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.

- 6 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – HI.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – HI.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – HI.2.5 Identify the role of the individual in history and the significance of one person's ideas.

## HI.4 Historical Understanding

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 6 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6 – HI.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – HI.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

## WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

### WI.1 Peopling of the Earth

*Describe the spread of people in the Western Hemisphere in Era I.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.

- 6 – WI.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).
- 6 – WI.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

### WI.2 Agricultural Revolution

*Describe the Agricultural Revolution and explain why it is a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 6 – WI.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 – WI.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – WI.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

## **W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

### **W2.1 Early Civilizations and Early Pastoral Societies**

*Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.*

During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.

- 6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
- 6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

## **W3 WHG ERA 3 – CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.**

*(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)*

*Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment.*

*Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)*

### **W3.1 Classical Traditions and Major Empires in the Western Hemisphere**

*Describe empires and agrarian civilizations in Mesoamerica and South America.*

Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.

- 6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

## GEOGRAPHY

### GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

*Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

#### GI.1 Spatial Thinking

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.

- 6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

#### GI.2 Geographical Inquiry and Analysis

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.

- 6 – GI.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – GI.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.



- 6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

### **G1.3 Geographical Understanding**

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## **G2 PLACES AND REGIONS**

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

### **G2.1 Physical Characteristics of Place**

*Describe the physical characteristics of places.*

- 6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

### **G2.2 Human Characteristics of Place**

*Describe the human characteristics of places.*

- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

**G3 PHYSICAL SYSTEMS**

*Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

**G3.1 Physical Processes**

*Describe the physical processes that shape the patterns of the Earth's surface.*

- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

**G3.2 Ecosystems**

*Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

**G4 HUMAN SYSTEMS**

*Explain that human activities may be seen on Earth's surface.*

Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

**G4.1 Cultural Mosaic**

*Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

- 6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

**G4.2 Technology Patterns and Networks**

*Describe how technology creates patterns and networks that connect people, products, and ideas.*

- 6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

**G4.3 Patterns of Human Settlement**

*Describe patterns, processes, and functions of human settlement.*

- 6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

**G4.4 Forces of Cooperation and Conflict**

*Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.*

- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

**G5 ENVIRONMENT AND SOCIETY**

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

**G5.1 Humans and the Environment**

*Describe how human actions modify the environment.*

- 6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

**G5.2 Physical and Human Systems**

*Describe how physical and human systems shape patterns on the Earth's surface.*

- 6 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

## G6 GLOBAL ISSUES PAST AND PRESENT (HI.4.3, GI.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

### G6.1 Global Topic Investigation and Issue Analysis (P2)

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (*National Geography Standards 17 and 18, p. 179 and 181*)

6 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

#### Contemporary Investigation Topics

**Global Climate Change** – Investigate the impact of global climate change and describe the significance for human/environment relationships.

**Globalization** – Investigate the significance of globalization and describe its impact on international economic and political relationships.

**Migration** – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

**Human-Environmental Interactions** – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

**Natural Disasters** – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

6 – G6.1.2 **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

### Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

#### WHG Era 1

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

#### WHG Era 2

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

#### WHG Era 3

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

#### C1.1 Nature of Civic Life, Politics, and Government

Describe Civic Life, Politics, and Government and explain their relationships.

- 6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

#### C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

- 6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

#### C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

- 6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

## ECONOMICS

### E1 THE MARKET ECONOMY

*Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.*

#### E1.1 Individual, Business, and Government Choices

*Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .*

- 6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

### E2 THE NATIONAL ECONOMY

*Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.*

#### E2.3 Role of Government

*Describe how national governments make decisions that affect the national economy*

- 6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

### E3 INTERNATIONAL ECONOMY

*Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.*

#### E3.1 Economic Interdependence

*Describe patterns and networks of economic interdependence, including trade.*

- 6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
- 6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

#### E3.3 Economic Systems

*Describe how societies organize to allocate resources to produce and distribute goods and services.*

- 6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Seventh grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Eastern Hemisphere and will study contemporary geography of the Eastern Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

## HISTORY

### **H1 The World in Temporal Terms: Historical Habits of Mind** (Foundational Expectations Addressed in Grade 6)

- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

### **W1 WHG Era 1 – The Beginnings of Human Society**

- 1.1 Peopling of the Earth
- 1.2 Agricultural Revolution

### **W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples**

- 2.1 Early Civilizations and Early Pastoral Societies

### **W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires**

- 3.1 Classical Traditions in Regions of the Eastern Hemisphere
- 3.2 Growth and Development of World Religions

## GEOGRAPHY

### **G1 The World in Spatial Terms: Geographical Habits of Mind** (Foundational Expectations Addressed in Grade 6)

- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

### **G2 Places and Regions**

- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

### **G3 Physical Systems**

- 3.1 Physical Processes
- 3.2 Ecosystems

### **G4 Human Systems**

- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

### **G5 Environment and Society**

- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

### **G6 Global Issues Past and Present**

- 6.1 Global Topic Investigation and Issue Analysis

## CIVICS AND GOVERNMENT

### **C1 Purposes of Government**

- 1.1 Nature of Civic Life, Politics, and Government

### **C3 Structure and Functions of Government**

- 3.6 Characteristics of Nation-States

### **C4 Relationship of United States to Other Nations and World Affairs**

- 4.3 Conflict and Cooperation Between and Among Nations

## ECONOMICS

### **E1 The Market Economy**

- 1.1 Individual, Business, and Government Choices

### **E2 The National Economy**

- 2.3 Role of Government

### **E3 International Economy**

- 3.1 Economic Systems
- 3.3 Economic Interdependence

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT



## 7TH GRADE EASTERN HEMISPHERE STUDIES

Seventh Grade includes Europe, Africa, Asia, and Australia. Europe and Russia are listed in the document for 7th grade, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 and The World in Temporal Terms and The World in Spatial Terms are included in Grades 6 and 7 as a foundation for World History and Geography in the high school. Capstone projects of historical and contemporary global issues that have significance for the student and clearly linked to the world outside the classroom are included.

## HISTORY

### HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

*Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

#### HI.1 Temporal Thinking

*Use historical conceptual devices to organize and study the past.*

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 7 – HI.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 7 – HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

#### HI.2 Historical Inquiry and Analysis

*Use historical inquiry and analysis to study the past.*

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Eastern Hemisphere.

- 7 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 7 – HI.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 7 – HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 7 – HI.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 7 – HI.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – HI.2.6 Identify the role of the individual in history and the significance of one person's ideas.

## HI.4 Historical Understanding

*Use historical concepts, patterns, and themes to study the past.*

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 7 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 7 – HI.4.2 Describe and use themes of history to study patterns of change and continuity.
- 7 – HI.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

## WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

*Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.*

### WI.1 Peopling of the Earth

*Describe the spread of people in the Eastern Hemisphere in Era I.*

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.

- 7 – WI.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.
- 7 – WI.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

### WI.2 Agricultural Revolution

*Describe the Agricultural Revolution and explain why it was a turning point in history.*

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 7 – WI.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – WI.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – WI.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

**W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**

*Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.*

**W2.1 Early Civilizations and Early Pastoral Societies**

*Analyze early Eastern Hemisphere civilizations and pastoral societies.*

During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence.

- 7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
- verbal vocalizations
  - standardization of physical (rock, bird) and abstract (love, fear) words
  - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)
- 7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

### W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

*Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.*

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

#### W3.1 Classical Traditions in Regions of the Eastern Hemisphere

*Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.*

- 7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

#### W3.2 Growth and Development of World Religions

*Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)*

Six of the world's major faiths and ethical systems emerged establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

- 7 – W3.2.1 Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
- 7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.  
(*National Geography Standard 6, p. 73*)

## GEOGRAPHY

### GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND (FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)

*Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.*

#### GI.1 Spatial Thinking

*Use maps and other geographic tools to acquire and process information from a spatial perspective.*

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Eastern Hemisphere, and, finally, focus on a specific place.

- 7 – GI.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – GI.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

#### GI.2 Geographical Inquiry and Analysis

*Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing and synthesizing the information, and presenting the results of the inquiry.

- 7 – GI.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.
- 7 – GI.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- 7 – GI.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – GI.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.
- 7 – GI.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – GI.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

### G1.3 Geographical Understanding

*Use geographic themes, knowledge about processes and concepts to study the Earth.*

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## G2 PLACES AND REGIONS

*Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.*

### G2.1 Physical Characteristics of Place

*Describe the physical characteristics of places.*

- 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

### G2.2 Human Characteristics of Place

*Describe the human characteristics of places.*

- 7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- 7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

## G3 PHYSICAL SYSTEMS

*Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.*

### G3.1 Physical Processes

*Describe the physical processes that shape the patterns of the Earth's surface.*

- 7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

### G3.2 Ecosystems

*Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

The characteristics of major ecosystems on Earth's surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.

- 7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).
- 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

## G4 HUMAN SYSTEMS

*Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.*

### G4.1 Cultural Mosaic

*Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.

- 7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).
- 7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

### G4.2 Technology Patterns and Networks

*Describe how technology creates patterns and networks that connect people, products and ideas.*

Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.

- 7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

### G4.3 Patterns of Human Settlement

*Describe patterns, processes and functions of human settlement.*

Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).

- 7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).
- 7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

#### G4.4 Forces of Cooperation and Conflict

*Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.*

Forces of cooperation and conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.

- 7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).
- 7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

### G5 ENVIRONMENT AND SOCIETY

*Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.*

#### G5.1 Humans and the Environment

*Describe how human actions modify the environment.*

- 7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).
- 7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

#### G5.2 Physical and Human Systems

*Describe how physical and human systems shape patterns on the Earth's surface.*

- 7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).



**G6 GLOBAL ISSUES PAST AND PRESENT (HI.4.3, GI.2.6)**

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

**G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (*National Geography Standards 17 and 18, p. 179 and 181*)

7 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

**Contemporary Investigation Topics**

**Conflict, Stability, and Change** – Investigate the significance of conflict, stability, and change in governmental systems within the region.

**Diversity and Nationalism** – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

**Urbanization** – Investigate urbanization and its consequences for the world's population.

**Oil and Society** – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

**Children in the World** – Investigate issues affecting children such as health, labor, and war.

**Regional Cooperation** – Explain the significance of and barriers to regional cooperation.

7 – G6.1.2 **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

**Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography****WHG Era 1**

**Population Growth and Resources** – Investigate how population growth affects resource availability.

**Migration** – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

**WHG Era 2**

**Sustainable Agriculture** – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

**WHG Era 3**

**Development** – Investigate economic effects on development in a region and its ecosystems and societies.

**Religious Conflict** – Investigate conflict that arises from varying religious beliefs.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

*Analyze how people identify, organize, and accomplish the purposes of government.*

#### C1.1 Nature of Civic Life, Politics, and Government

*Describe civic life, politics and government and explain their relationships.*

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

- 7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

*Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.*

#### C3.6 Characteristics of Nation-States

*Describe the characteristics of nation-states and how nation-states may interact.*

The world is organized politically into nation-states; each nation-state claims sovereignty over a defined territory and jurisdiction and everyone in it; these nation-states interact with one another using formal agreements and sanctions, which may be peaceful or may involve the use of force.

- 7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

*Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.*

#### C4.3 Conflict and Cooperation Between and Among Nations

*Explain the various ways that nations interact both positively and negatively.*

Governmental and nongovernmental organizations provide avenues through which nation-states can interact and attempt to manage their affairs and conflicts peacefully.

- 7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).
- 7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).
- 7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

## ECONOMICS

### EI THE MARKET ECONOMY

*Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.*

#### EI.1 Individual, Business, and Government Choices

*Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.*

Individuals, businesses, industries, and governments confront scarcity and choice when organizing, producing and using productive resources (land, labor, capital) to supply the market place.

- 7 – EI.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).
- 7 – EI.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

## E2 THE NATIONAL ECONOMY

*Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.*

### E2.3 Role of Government

*Describe how national governments make decisions that affect the national economy.*

Governmental decisions on taxation, spending, protections, and regulation affect the national economy.

- 7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

## E3 INTERNATIONAL ECONOMY

*Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.*

### E3.1 Economic Interdependence

*Describe patterns and networks of economic interdependence, including trade.*

Economic interdependence (trade) and economic development result in challenges and benefits for individuals, producers, and governments.

- 7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).
- 7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.
- 7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

### E3.3 Economic Systems

*Describe how societies organize to allocate resources to produce and distribute goods and services.*

An economic system is the institutional framework that a society uses to allocate its resources to produce and distribute goods and services. Every modern economy is a “mixed system,” having some features characteristic of traditional, command, and market economies. The “mix” varies from one economy to another.

- 7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
  - Identify the causes and consequences and analyze the impact, both positive and negative.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue at the local to global scales.

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

## INTEGRATED\* UNITED STATES HISTORY, ORGANIZED BY ERA (USHG)

### Eras 1-3 Addressed in 5th Grade

### Eras 3-5 Addressed in 8th Grade

#### USHG ERA 1 – Beginnings to 1620 (Grade 5)

- 1.1 American Indian Life in the Americas<sup>1</sup>
- 1.2 European Exploration and Conquest
- 1.3 Three World Interactions

#### USHG ERA 2 - Colonization and Settlement (1585-1763) (Grade 5)

- 2.1 Struggle for Control of North America
- 2.2 Slave Trade and Origins of Black America
- 2.3 Life in Colonial America

#### USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.1 Causes of the American Revolution (Grade 5)
- 3.2 The American Revolution and Its Consequences (Grade 5)

#### Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

- F1 Political and Intellectual Transformations
- F2 Geographic, Economic, Social, and Demographic Trends in America

#### USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.3 Creating New Government(s) and a New Constitution (*introduced in Grade 5; begins Grade 8 expectations*)

#### USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

- 4.1 Challenges to an Emerging Nation
- 4.2 Regional and Economic Growth
- 4.3 Reform Movements

#### USHG ERA 5 – Civil War and Reconstruction (1850-1877)

- 5.1 The Coming of Civil War
- 5.2 Civil War
- 5.3 Reconstruction

#### USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 – 1898 in Grade 8)

- 6.1 America in the last half of the 19th Century (*introduced in Grade 8; begins high school USHG*)
- 6.2 Policy Issues in USHG Eras 3-6 (P2)

<sup>1</sup>Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

\*Geography, Civics and Government, and Economics are integrated into the historical context.

National Geography Standards are listed on p. 35 and are referenced after expectations where appropriate.

**FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-3**

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

**FI POLITICAL AND INTELLECTUAL TRANSFORMATIONS****FI.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing**

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

**FI.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing**

- *colonists' views of government*
- *their reasons for separating from Great Britain. (C2)*

**FI.3 Describe the consequences of the American Revolution by analyzing the**

- *birth of an independent republican government (C2)*
- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

**U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION****U3.3 Creating New Government(s) and a New Constitution**

*Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]*

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)

- 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (*National Geography Standard 3, p. 148*)
- 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

**U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)****U4.1 Challenges to an Emerging Nation**

*Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.*

- 8 – U4.1.1 **Washington’s Farewell** – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)
- 8 – U4.1.2 **Establishing America’s Place in the World** – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (*National Geography Standard 13, p. 169*)



- 8 – U4.1.3 **Challenge of Political Conflict** – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (*National Geography Standard 13, p. 169*)
  - foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (*National Geography Standard 13, p. 169*)
  - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)
- 8 – U4.1.4 **Establishing a National Judiciary and Its Power** – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). (C3, E1.4, 2.2)

## U4.2 Regional and Economic Growth

*Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

- 8 – U4.2.1 **Comparing Northeast and the South** – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (*National Geography Standard 14, p. 171*)
  - industry, including entrepreneurial development of new industries, such as textiles (E1.1)
  - the labor force including labor incentives and changes in labor forces (E1.2)
  - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (*National Geography Standard 3, p. 148*)
  - immigration and the growth of nativism (*National Geography Standard 9, p. 160*)
  - race relations
  - class relations
- 8 – U4.2.2 **The Institution of Slavery** – Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 – U4.2.3 **Westward Expansion** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (*National Geography Standard 6, p. 154*)
- 8 – U4.2.4 **Consequences of Expansion** – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (*National Geography Standard 13, p. 169*)

### U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

- 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)  
(*National Geography Standard 6, p. 154*)
- 8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

## U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

### U5.1 The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geography Standard 12, p. 167*)
- 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 – U5.1.4 Describe how the following increased sectional tensions
  - the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)
  - the Compromise of 1850 including the Fugitive Slave Act
  - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
  - the Dred Scott v. Sandford decision (1857)
  - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
 (C2; C3) (*National Geography Standard 13, p. 169*)
- 8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (*National Geography Standard 13, p. 169*)

## U5.2 Civil War

*Evaluate the multiple causes, key events, and complex consequences of the Civil War.*

- 8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)  
*(National Geography Standard 6, p. 154)*
- 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war
  - the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) *(National Geography Standard 15, p. 173)*
- 8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to
- his military and political leadership
  - the evolution of his emancipation policy (including the Emancipation Proclamation)
  - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. *(National Geography Standard 14, p. 171)*

## U5.3 Reconstruction

*Using evidence, develop an argument regarding the character and consequences of Reconstruction.*

- 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen’s Bureau (E2.2)
  - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) *(National Geography Standard 10, p. 162)*
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

## U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

### U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.

- 8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use (*National Geography Standards 1 and 16, pp. 144 and 196*)
  - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (*National Geography Standards 9 and 12, pp. 160 and 167*)
  - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (*National Geography Standard 11, p. 164*)
  - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (*National Geography Standard 16, p. 176*)
  - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (*National Geography Standard 11, p. 164*)
  - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and the response of African Americans
  - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (*National Geography Standard 13, p. 169*)

### U6.2 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

- 8 – U6.2.1 **United States History Investigation Topic and Issue Analysis, Past and Present –** Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (*National Geography Standards 9 and 10, pp. 160 and 162*)

**Examples of Investigation Topics and Questions** (and examples from United States History)

**Balance of Power** – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)

**Liberty vs. Security** – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

**The Government and Social Change** – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)

**Movement of People** – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

**PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)****P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
  - Clearly state the issue as a question of public policy orally or in written form.
  - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
  - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
  - Identify and apply core democratic values or constitutional principles.
  - Share and discuss findings of research and issue analysis in group discussions and debates.
  - Compose a persuasive essay justifying the position with a reasoned argument.
  - Develop an action plan to address or inform others about the issue

**P4.2 Citizen Involvement**

*Act constructively to further the public good.*

- 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).