

Middle School Social Studies Curriculum Map 2017-2018

	6th Grade - World Civilizations	7th Grade - Geography/KS History	8th Grade - American History
August	<ul style="list-style-type: none">• Understanding of History	<p>Introduction to Geography</p> <ul style="list-style-type: none">• Students should interpret various types of geographic information and how geographers look at the world God created.• Students should be introduced to existing and emerging technologies in geography.• Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world as Catholics.	<ul style="list-style-type: none">• Review causes of American Revolution

<p>September</p>	<p>Early River Civilizations</p> <p>1. Mesopotamia</p> <ul style="list-style-type: none"> • beginnings of what are defined as “civilizations.” • Students will explore the concept and attributes of civilizations. • They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. • Students will trace the development of city-states and early government. • They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. • They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. • Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations. • Students will demonstrate knowledge of our Jewish spiritual heritage and trace the development of covenant relationship salvation history. 	<p>Physical Geography: physical features</p> <ul style="list-style-type: none"> • Students should be introduced to physical geography with a concentration on physical features. • Students should be able to analyze the characteristics of physical geography and apply this analysis to the world God created. • Students should address geographic elements and themes, in addition students should interpret various types of geographic information and how geographers look at the world as Catholics. <p>Physical Systems</p> <ul style="list-style-type: none"> • Students should be introduced to physical geography with a concentration on physical systems. • In addition students should interpret various types of geographic information and how geographers look at the world God created. • Students should be able to analyze the characteristics of physical geography and apply this analysis to their world as Catholics. 	<p>Establishing America: 1787—1830s</p> <ul style="list-style-type: none"> • Students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. • Students will recognize and evaluate the changes that occurred with the growth of industry and technology. • Students will identify why Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. • As a Catholic, students should investigate and analyze the impact of these changes on American society. • Federalism, Bill of Rights, Jacksonian Democracy, Industrial Revolution, Monroe Doctrine, Louisiana Territory, Great Compromise, War of 1812, exploration, Alien and Sedition Act.
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<p>October</p>	<p>Early River Civilizations 2. Ancient Egypt</p> <ul style="list-style-type: none"> • beginnings of what are defined as “civilizations.” • Students will explore the concept and attributes of civilizations. • They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. • Students will trace the development of city-states and early government. • They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. • They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. • Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations. • Students will demonstrate knowledge of our Jewish spiritual heritage and trace the development of covenant relationship salvation history. 	<p>Human Geography Culture</p> <ul style="list-style-type: none"> • Students should be introduced to human geography with a concentration on culture. • In addition students should interpret various types of geographic information and how geographers look at the world God created. • Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics. 	<p>Establishing America: 1787—1830s (continued....)</p>
<p>November</p>	<p>Early River Civilizations 3. Ancient China</p> <ul style="list-style-type: none"> • beginnings of what are defined as “civilizations.” • Students will explore the concept and attributes of civilizations. • They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. • Students will trace the development of city-states and early government. • They will investigate the causes and consequences of the rise 	<p>Human Geography: Government, Economics, Religion</p> <ul style="list-style-type: none"> • Students should be introduced to human geography with a concentration on government, economics, and religion. • In addition students should interpret various types of geographic information and how geographers look at the world God created. • Students should be able to analyze these characteristics of human geography and 	<p>Regionalism and Expansion: 1800s—1850s</p> <p>This period follows the nation’s regional development in the West, Northeast, and South.</p> <ul style="list-style-type: none"> • Students will analyze the influence of the West on the politics, economy, religion and culture of the nation. • Students will investigate how the Industrial Revolution in the Northeast during this period had repercussions throughout the nation. • Students will explain how inventions

	<p>and decline of empires through conquest and expansion.</p> <ul style="list-style-type: none"> • They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. • Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations. • Students will demonstrate knowledge of our Jewish spiritual heritage and trace the development of covenant relationship salvation history. • 	<p>apply this analysis to their world as Catholics.</p>	<p>between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people.</p> <ul style="list-style-type: none"> • Students should investigate and draw conclusions about these transformations. During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. • Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South's political, social, economic, and cultural development and its relationship with other areas of the United States.
<p>December</p>	<p>Early River Civilizations</p> <p>4. Ancient India</p> <ul style="list-style-type: none"> • beginnings of what are defined as "civilizations." • Students will explore the concept and attributes of civilizations. • They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. • Students will trace the development of city-states and early government. • They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. • They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. • Students will compare and contrast polytheism and monotheism and 	<p>Human Impact on the Earth and Physical Systems</p> <ul style="list-style-type: none"> • Students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between God, human and physical systems and implications of those relationships. • In addition, students should interpret various types of geographic information and how geographers look at the world God created. • Students should be able to analyze the characteristics of culture and apply this analysis to their world as Catholics. 	<p>Regionalism and Expansion: 1800s—1850s (Continued)</p> <p>This period follows the nation's regional development in the West, Northeast, and South.</p> <ul style="list-style-type: none"> • Manifest Destiny, expansionism, abolitionists, railroads, Second Great Awakening, Mexican Cession, Spanish missions, Indian Removal Act, Gold Rush, Underground Railroad

	<p>analyze the impact of religion on the early river civilizations.</p> <ul style="list-style-type: none"> Students will demonstrate knowledge of our Jewish spiritual heritage and trace the development of covenant relationship salvation history. 		
January	<p>Ancient Greece</p> <ul style="list-style-type: none"> Students will recognize the beliefs and ideas of the ancient Greeks as the foundation of western ideas that shape the world today. Students will recognize and evaluate the role of geography in shaping Greek civilization. They will trace the development of city-states in Greece and compare and contrast Sparta and Athens in terms of the rights and responsibilities of citizens. Students will examine the influence of Greek mythology, literature, philosophy, architecture on the modern world and early Catholic tradition. They will analyze continuity and change in the context of the growth of the Persian Empire, and the empire of Alexander the Great. Students will explore the spread of the Hellenistic culture during the reign of Alexander the Great. 	<p>Early Peoples Exploration, and Drawing Boundaries</p> <ul style="list-style-type: none"> Students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. Students will contrast cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined. 	<p>March to War: 1850s—1861</p> <ul style="list-style-type: none"> Students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. Students will discuss the institution of slavery and the abolitionist movement should be evaluated in their historical contexts through the eyes of the Catholic Church. The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.
February	<p>Ancient Rome</p> <ul style="list-style-type: none"> Students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman 	<p>Statehood and Civil War</p> <ul style="list-style-type: none"> Students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about 	<p>March to War: 1850s—1861 (Continued....)</p> <ul style="list-style-type: none"> Expansion of slavery, Harriet Tubman, Compromise of 1850, election of 1848, KS-NE Act, Bleeding KS, Civil War

	<p>Empire.</p> <ul style="list-style-type: none"> • They will understand how the Pax Romana shaped the world at the time. • Students will understand the connections between economics, military, and engineering and how they worked together to shape the world. • They will analyze how economic choices and corruption led to loss of government stability and the eventual decline of the Roman Empire. 	<p>Popular Sovereignty, slavery, and abolition.</p>	
<p>March</p>	<p>African Civilizations and Islamic World</p> <ul style="list-style-type: none"> • Students will explore the impact and accomplishments of the early empires of West Africa. • They will examine the role of trade, particularly in West Africa's resources of gold and iron, in connecting people, cultures, and ideas. • Students will analyze the factors leading to decline in early African empires. • They will explore the impact of geography and climate on the culture and development of civilizations in Africa. • Students will examine the origins of Islam in Southwest Asia. • They will trace the expansion of Islam and its role in preserving intellectual and cultural traditions while acting as a bridge between eastern and western worlds. • Students will analyze the role of trade in the spread of Islamic beliefs. • Students will investigate Islamic contributions in art, architecture, science, and mathematics. <p>Asian Empires</p> <ol style="list-style-type: none"> 1. China <ul style="list-style-type: none"> • Students will compare and contrast the strengths and weaknesses of China's dynasties. 	<p>Kansas: To the Stars through Difficulty</p> <ul style="list-style-type: none"> • Students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, culture and religion. • The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. • The students should concentrate on the development of the political, economic, and cultural identity of the state. <p>Progress and Reform (1860s—1920s)</p> <ul style="list-style-type: none"> • Students should investigate the development of specific industries within the state and critical reform movements. • Students will consider the historic, economic, political, religious and geographic context of these developments and the conditions which existed to inspire these reforms. 	<p>Toward a More Perfect Union: 1861–1877</p> <ul style="list-style-type: none"> • Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman's March to the Sea. • Students should also analyze the human meaning of the war, based on Catholic teachings, by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved. The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought about by Reconstruction are important for students to understand. • Reconstruction, Jim Crow, Civil War battles, Emancipation, 13-15 Amendments,

	<ul style="list-style-type: none"> • They will investigate new inventions and technology in China and their impact on society. • They will investigate the growth of Buddhism and its increasing influence on life in China during the Sui and Tang dynasties. • Students will analyze the impact of trade on China and other nations, including their exports of tea, rice, silk, spices, and jade. • They will examine the influence of Confucianism on the government. • Students will evaluate dynastic cycles in China. <p>2. Japan</p> <ul style="list-style-type: none"> • Students will recognize the role of geography in impacting life in Japan, from developing a unique culture because of its isolation as an island to its reliance on seafood. • They will recognize the influence of China and Korea on Japanese culture. • Students will analyze the Shogunate in Japan after 1100. • They will recognize the decline of central power in Japan after the Mongol invasions of the 13th century. 		
<p>April</p>	<p>Early Americas</p> <ul style="list-style-type: none"> • Students will compare and contrast the civilizations of the Mayas, Aztecs, and Incas in the Americas. • Students will examine the impact of geography on the culture and way of life of these civilizations. • They will investigate religion, family and social structure, government, trade, and innovations of the Mayas, Aztecs, and Incas. • They will examine the causes of the decline and conquest of these civilizations. 	<p>Good Times and Bad (1920s—1940s)</p> <ul style="list-style-type: none"> • Students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. • Students should investigate the role the state and Kansans played in World War I and II. • Students will consider the causes, conditions, and remedies for the economic distress of the Great Depression. 	<p>The Rise of America: 1870s–1900 The period from the end of Reconstruction to the turn of the century was transformative.</p> <ul style="list-style-type: none"> • Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor,

		<p>Kansas and a Changing World (1950s—2000s)</p> <ul style="list-style-type: none"> ● Students should examine the role of the state as the United States develops as a world leader. ● Students should evaluate the changing infrastructure of the nation and its impact on Kansas. ● Students should investigate the impact of the Cold War on Kansas' social, economic, and political development. ● Students should spend time investigating the idea of civil rights in broad general terms. ● This unit should include the consideration of the role of Kansas, Kansans, and Brown v Topeka Board of Education in advancing civil rights. ● Students should investigate the impact of Vatican II. 	<p>and increased American involvement in foreign affairs.</p> <ul style="list-style-type: none"> ● Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.
<p>May</p>	<p>Middle Ages</p> <ul style="list-style-type: none"> ● Students will recognize the influence of the Catholic church on the small kingdoms of Europe after the fall of the Roman Empire. ● They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. ● Students will examine the conflicts between religious and political leaders and how they shaped society and culture. ● Students will draw conclusions about the causes and effects of the Crusades. ● They will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. 	<p>Kansas and a Modern World (1970s—present)</p> <ul style="list-style-type: none"> ● Students should examine events leading up to the present and draw a contemporary picture of the state. ● Students should investigate how the state is positioned for the future, including an overview of the current state constitution. ● The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future through the lens of a Catholic. ● Field trip to Topeka- State 	<p>The Rise of America: 1870s–1900 The period from the end of Reconstruction to the turn of the century was transformative. (Continued...)</p>

	<ul style="list-style-type: none">• They will evaluate the impact of the Black Death on European society and the impact of the Church through charitable contributions.	Capital	
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