

# MIDDLE SCHOOL SOCIAL STUDIES OUTCOMES

## GRADE 6

**Please note that because the Massachusetts State Frameworks have recently become finalized, these are a work in progress.**

### **U.S. History through Reconstruction**

#### **Students will**

#### **Standard #**

#### **HISTORY**

Identify different ways of dating historical narratives.

Interpret timelines of events studied.

Observe and identify details in cartoons, photographs, charts, graphs, relating to events studied.

Review the political, religious, social, and economic institutions that evolved in the colonial era.

Review the causes of the American Revolution.

Review the major battles of the American Revolution.

Describe the life and achievements of important leaders during the Revolution and the early years of the United States.

Explain the meaning of the key ideas in the Declaration of Independence.

Explain the consequences of the American Revolution.

Describe the significance and consequences of the abolition of slavery in the northern states after the revolution and of the 1808 law that banned the importation of slaves into the United States.

Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.

Describe Shays' Rebellion (1786-87) and explain why it was a crucial event leading to the Constitutional Convention.

Identify various leaders of the Constitutional Convention and describe the major issues they debated.

Describe the causes of the war of 1812 and how events during the war contributed to a sense of American Nationalism.

Explain the events leading up to, and the significance of, the Louisiana Purchase.

Describe the expedition of Lewis and Clark. Describe the cooperation and conflict that existed among the Indians and between the Indian nations during the expansion of the United States.

Explain the reasons why pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.

Describe how the plantation system in the South based on African slave labor dominated the political and economic life of the South.

Explain the development and effects of the Abolitionist and Women's Suffrage movements.

Identify the key issues that contributed to the onset of the Civil War.

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

Describe the character and lasting consequences of Reconstruction.

Describe how early industrialization brought about many changes in the lives of Americans living in the North.

Explain the transformation of the American economy and the changing social and political conditions in the U.S. in response to the Industrial Revolution.

**Students will**

## GEOGRAHY

Use maps and globes to identify absolute locations (longitude and latitude).

Identify the location of the North and South poles, the equator, the Prime Meridian, and hemispheres.

Interpret a map using information from its title, compass rose, scale, and legend.

Distinguishing between political and topographical maps and identify specialized maps that show information such a population, income, or climate.

Compare maps of the modern world with historical maps of the world.

Describe the geography, climate and cultures of North America.

Use map and globe skills to interpret different kinds of projections, as well as topographic, land form, political, population and climate.

Explain the difference between a continent and a country, and give examples of each.

Interpret geographic information from a graph or chart, and construct a graph or chart that conveys geographic information.

Explain the difference between absolute and relative location, and give examples of different ways to indicate relative location for countries or cities across the world.

Identify how current world atlases are organized and the kind of information provided for continents and countries.

Use demographic and geographic terms correctly, ethnic, religious, linguistic.

## **Students will**

## CIVICS AND GOVERNMENT

Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, and state.

Give examples of the responsibilities and the powers associated with major federal and state officials.

Define what a nation is and give examples of the different ways nations are formed.

Describe the basic political principles of American Democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.

List and describe three branches of the U.S. Government and their major functions.

Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.

Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and examples of how they continue to do so today.

Identify the changes in voting qualification between 1787 and 1820, and compare who could vote in local, state, and national elections in the U.S.

## **Students will**

### **ECONOMICS**

Explain the basic economics functions of the government in the economy of the United States.

Define what an entrepreneur is and give examples from United States history.

Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.

Give examples of products traded among nations, and examples of barriers to trade these or other products.

Define supply and demand and describe how changes in supply and demand affect prices of specific products.

Identify key elements of a market economy.

Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.

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## **MIDDLE SCHOOL SOCIAL STUDIES OUTCOMES**

### **GRADE 7**

#### **Ancient Civilizations & World Cultures**

#### **Students will**

#### **Standard #**

#### **GEOGRAPHY**

Compare information shown on modern and historical maps of the same region.

Use correctly the words and abbreviations for identifying time periods or dates in historical narratives (decade, era, age, century, etc. Identify in BC/BCE dates the higher number as indicating the older year.

Construct and interpret timelines of events and civilizations studied.

Distinguish between primary and secondary sources, and describe how each kind of source is used in interpreting history.

Identify multiple causes and effects when explaining historical events.

Describe ways of interpreting archaeological evidence from societies leaving no written records.

## **Students will**

### **CIVICS AND GOVERNMENT**

Define and apply economic concepts: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, supply and demand etc.

## **Students will**

### **Human Origins in Africa through the Neolithic Age**

Describe the great climatic and environmental changes that shaped the Earth and eventually permitted the growth of human life.

Identify sites in Africa where archaeologists have found evidence of the origins of modern human being and describe what they found.

Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age.

Explain the importance of the invention of metallurgy and agriculture.

Describe how the invention of the agriculture related to settlement, population growth, and the emergence of civilization.

Describe who Hammurabi was and explain the principle of justice in Hammurabi's Code.

### **Phoenicia c.1000 BC/BCE**

On the map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria.

### **The Roots of Western Civilization: Ancient Israel, C. 2000 BC/BCE-70 AD**

On a historical map of the mediterranean, locate Mesopotamia, Greece and Asia Minor, the kingdoms of the Hittites and Ancient Israel, and Egypt. On a modern map, locate Egypt, Turkey, Greece, Israel, the area governed by the Palestinian Authority, Jordan, Lebanon, Syria.

Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history.

Describe the monotheistic religion of the Israelites.

Describe the unification of the tribes of of Israel under the Kings Saul, David, and Solomon, including David's founding of Jerusalem in 70 AD, and the renaming of the country by Romans.

Explain the expulsion/dispersion of the Jews to other lands after the destruction of the second temple in Jerusalem in 70 AD, and renaming of the country by the Romans.

### **The Roots of Western Civilization: Ancient Greece, c.800 BC/BCE to 30 BC/BCE**

On a historical map of the Mediterranean, locate Greece and trace the extent of its influence to 30 BC/BCE. Asia Minor, the kingdoms of the Hittites and Ancient Israel, and Egypt. On a modern map locate the European countries and the surrounding area.

Explain how the geographic location of ancient Athens and other city states contributed to their role in maritime trades, their colonies in the Mediterranean and the expansion of their cultural influence.

Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in Ancient Greece.

Compare and contrast life in Athens and Sparta.

Describe the status of women and the functions of slaves in ancient Athens.

Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.

Analyze the causes, course, and consequences of the Peloponnisian Wars.

Describe the rise of Alexander the Great and the Spread of the Greek culture.

Explain why the city states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they feature.

Describe the purposes and functions of the lyceum, the gymnasium, and the library of Alexandria, and identify the major accomplishments of the ancient Greeks.

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## Students will

## Standard #

### The Roots of Western Civilization: Ancient Greece, c.800 BC/BCE to 30 BC/BCE - Continued

**H1,H2,G7** Describe what is known through archaeological studies of early **G8, G9, G10** physical and cultural development of humans from the Paleolithic Era to the agricultural revolution

**H1, H2, H5**, Analyze and explain the geographic, political, economic,  
**H6, G7, G8**, religious, and social structures of the early civilizations of **G9, G10, G1**, Mesopotamia, Israelites, Greece, and Rome  
**E11, CG20**

**H1, H2, H5**, Analyze and explain the geographic, political, economic,  
**H6, G7, G8**, religious, and social structures of the Middle East and Japan  
**G9, G10, G11**,  
**E11, CG20**

# MIDDLE SCHOOL SOCIAL STUDIES OUTCOMES

## GRADE 8

### U.S. Government

#### Students will

**CG17** Review the problems that existed with the Articles of Confederation

**H1, H4** Review how the Founding Fathers dealt with the issues of representation and slavery and debate the merits of each point of view

**CG18** Review the three branches of government and then know and analyze their functions and how they interact with each other

**CG17, CG18** Describe the two foundational concepts; separation of powers and checks and balances and explains why they were built into the Constitution

**CG18** Give examples of how the system of checks and balances operates

**CG17, CG18** Review what the Bill of Rights is and tell why it was adopted in 1791

**CG18** Apply the Bill of Rights to real life case studies

Primary Source documents students will be exposed to include:

*Constitution*

*Bill of Rights*

*Magna Carta*

*English Bill of Rights*

#### Students will

## Facing History and Ourselves

Analyze the ways in which society influences individuals

**H4** Observe and reflect on how and why we humans so often divide ourselves into us and them, the in-group and the out-group

**H1, H2** Explain how the Nazis came to power in Germany

**H1, H2** Describe how Hitler and the Nazis created a totalitarian state

**H1, H2, H4** Describe how the Nazis attempted to eliminate Jews and other groups

**H1, H2** Analyze the role of the victims, victimizers, bystanders, and resisters in this history

**H1** Examine the efforts to bring the Nazi perpetrators to justice

**CG19** Explain what this study teaches us about the conditions necessary to create a just society

**H3** Create a project that expresses in an original way an important learning from this unit of study

## Students will

### Immigration

**H1, H2, H4** List and explain the major reasons why immigrants have come to the U.S.

**H1, H4** Describe each of the major stages of immigration to the U.S.

**H1, H4** Explain the key features of the Immigration Act of 1924 and the immigration and Nationality Act of 1965

**H4** Describe the current immigration situation

**H3, H4** Complete focused research on an immigration topic and then write a report

**H3** Make an oral presentation to the class on their immigration topic

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## **Students will**

### **African American Experience**

**H1** Describe the African civilizations that existed before the Atlantic slave trade began

**H1, H4** Describe the following eras in African American history; slavery, Civil War, Reconstruction, Jim Crow segregation, Civil Rights Movement, contemporary situation

**H1, H4** Explain the forces at work in our society that led to each of these eras

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*10/03*