

Beaverton School District

Social Studies Curriculum Learning Targets

Middle School Grades 6-8

Citizenship and Civil Discourse:

Effective citizenship requires an understanding of the roles and responsibilities crucial to ethical participation in a democratic community (school, local, national, and global)

(The following two targets apply to each of the three grade-level tasks below.)

- Engage in civil discourse
- Demonstrate an appreciation of the role of ethics within a democratic society
 - ◆ Sixth Grade: What is ethics? Develop a set of community agreements defining right and wrong in your classroom.
 - ◆ Seventh Grade: Debate the following resolution: The Golden Rule is the single most important ethical rule ever devised by people.
 - ◆ Eighth Grade: If you were to create a Bill of Responsibilities, what would it contain?
- Make informed decisions and act upon them
 - ◆ Learning communities within the school can generate community service projects that are grounded in the ethical beliefs of right and wrong and ultimately serves to better the community in which they live. (Earth Day, Solv Beach Clean-up, Recycling program, feed the hungry, Holiday boxes, etc.)

Critical Thinking and Perspective:

Critical thinking involves the ability to thoroughly analyze a variety of perspectives on past and present events and thematic issues of the social studies. Effective citizenship requires the ability to articulate a personal perspective

- Draw Connections
 - ◆ Cause and effect
 - Sixth Grade: How does environment effect human behavior?
 - Seventh Grade: How did geography effect the development of civilizations?
 - Eighth Grade: How did the Louisiana Purchase effect the populations of North America?
 - ◆ Compare and contrast
 - Sixth Grade: What are the characteristics of a desert and Tundra?
 - Seventh Grade: Compare and contrast how geographic factors affected human settlement and development of cultures?
 - Eighth Grade: Compare and Contrast the various Biomes of the United States to the Distribution of population.
 - ◆ Thematic relationships
 - Sixth Grade: Identify the five themes of Geography.
 - Seventh Grade: In what ways did the Roman Empire effect Europe as a cultural region?
 - Eighth Grade: Why did the South develop an agrarian slave based economy and the North develop a free market industrial economy?
 - ◆ Problem solving
 - Sixth Grade: What problems do cultures face as they triple to maintain distribution while becoming members of a global society?
 - Seventh Grade: Look at the isolationist policies of medieval China and Japan. What problems did these policies solve, and what problems did they create?
 - Eighth Grade: How did the founding fathers use compromise to solve the problems of nation building?

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■ Identify Perspective

(The following two targets apply to each of the three grade-level tasks below.)

- ◆ In their own work and work of others
- ◆ Recognize bias
 - Sixth Grade: Identify the point of view of the authors of several short articles on Amazonian deforestation (or Globalization or desertification).
 - Seventh Grade: Choose either the point of view of Martin Luther or that of the Catholic Church and defend your chosen point-of-view on the reformation
 - Eighth Grade: Compare the speech of President Andrew Jackson defending Indian Removal to the description of the Trail of Tears by Private John Burnett. With whom do you agree? Does the end justify the means or was this an act of unforgivable genocide?

■ Reach Conclusions

(The following four targets apply to each of the three grade-level tasks below.)

- ◆ Evaluate information and perspectives
- ◆ Synthesize connections
- ◆ Assess relevance
- ◆ Link evidence to conclusions
 - Sixth Grade: Categorize the school rules. Under which three headings would they all fall?
 - Seventh Grade: Which school rules seem directly connected with the rights and responsibilities listed in the Magna Carta? Which ones are missing and should be included in the school rules?
 - Eighth Grade: Given what you know about the school rules, the Magna Carta and other historical constitutions, and the US Constitution, write a new constitution for the future. Think about the need to balance freedom, equality and the security and the need to address emerging challenges.

Research and Inquiry:

Research and inquiry involves the ability to form questions and investigate arguments through a process that includes collecting, verifying, evaluating, and applying information.

(The following five targets apply to each of the three grade-level tasks below.)

- Develop guiding questions and/or thesis statements
- Access information from multiple and varied sources and multiple viewpoints
- Evaluate and interpret sources and information
- Distinguish fact from opinion
- Responsibly and accurately cite sources
 - Sixth Grade: Develop guiding questions and thesis statements, gather basic data and accurately cite sources.
 - Seventh Grade: Develop guiding questions, access information from multiple and varied sources and multiple viewpoints, and accurately cite sources.
 - Eighth Grade: Develop guiding questions, access information from multiple and varied sources, and evaluate and interpret those sources, and accurately cite them.

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Communication:

Communication is the means by which students demonstrate their understanding of knowledge and proficiency in the skills important to the social studies

- Be expressive in speaking and writing
- Be evaluative in listening and reading
- Demonstrate competence in the use of multiple mediums

Knowledge and Contextual Understanding:

Students will demonstrate an understanding of and accurately identify the content knowledge of the social sciences. Understanding includes the ability to identify patterns and relationships across time, place a culture within the context of an issue, event, or environment

Economics

- Demonstrate the ability to apply basic economic concepts
 - Sixth Grade: How did European's living habits change after the introduction of factories? Do you think people were better off?
 - Seventh Grade: What effect does job specialization have on a culture's economy?
 - Eighth Grade: How did the fur trade in Oregon aid Americans who began settling there?
- Analyze and evaluate the economic choices of self and others as consumers, workers, and citizens participating in local, national, global, and historical economies.
 - Sixth Grade: How has NAFTA affected the people in Canada and the people in Mexico? Do you think NAFTA has been good or bad for people in border cities of the United States?
 - Seventh Grade: Compare and contrast a medieval guild and a modern labor union.
 - Eighth Grade: What effect did the women's movement have on an emerging American economy?
- Demonstrate the role of the individual in the fundamental economic structures of civilizations
 - Sixth Grade: Why do you think a worker in Lesotho and Swaziland would travel to South Africa to work in the mines?
 - Seventh Grade: How did each merchant on the Silk Road link the economies of Asia and Europe?
 - Eighth Grade: What push-pull factors influenced an individual to leave the farm and embrace the factory?

Geography

- Demonstrate the ability to analyze locations, regions, and spatial connections
 - Sixth Grade: How does climate influence the way people live?
 - Seventh Grade: Locate the world's earliest civilizations to determine what factors/ features these areas had in common.
 - Eighth Grade: Where would you be more likely to find enslaved African laborers—in the Tidewater or backcountry? Why?
- Demonstrate the ability to use geographic tools to interpret and evaluate information and support conclusions
 - Sixth Grade: Using a graph that plots ethnic groups, compare the percentage of Native Americans/ Inuit population in the United States with the same ethnic group in Canada.

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- Seventh Grade: Use a map of the Tong and Song Dynasty to compare their land areas.
- Eighth Grade: Use a map to determine what geographical barriers Lewis and Clark had to cross in order to reach the Pacific Ocean.
- Demonstrate an understanding of the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environments
 - Sixth Grade: How has the Aswan Dam helped and hurt Egypt?
 - Seventh Grade: How did the control of rivers affect the relationship between the people of the Sumarian City-States?
 - Eighth Grade: How did man and nature work together to create the Dust Bowl region? How did this improve the economy of the west?

History

(The following three targets apply to each of the three grade-level tasks below.)

- Demonstrate the ability to place or recognize significant events in human history in their correct chronological order
- Demonstrate the ability to analyze the human experience through time with a focus on continuity and change
- Demonstrate the ability to recognize and interpret significant patterns, themes, ideas, beliefs, and turning points in world and US history
 - Sixth Grade: Create a time line that shows how Taiwan and Russia emerged from dictatorship to a democracy. Show how their paths were similar or different.
 - Seventh Grade: Create a timeline that shows significant events that contributed to the rise and fall of Rome. List five achievements and what their impact has been on our culture. Choose one mistake that Rome made that our society has not yet learned from.
 - Eighth Grade: Chose five of the most significant events in American history, starting with the American Revolution, and show how they each influenced the other and the American populous.

Government

- Demonstrate knowledge of the principles, structures, and functions of government in a democratic society
 - Sixth Grade: Understand the differences between the structures of varying forms of government.
 - Seventh Grade: What is the function of government? Choose one culture and demonstrate how this works in practice.
 - Eighth Grade: How did the ideas of the John Locke and the French philosophers help shape the principles in the US Constitution?
- Demonstrate an understanding of the role of the individual in political structures of civilizations
 - Sixth Grade: Did the events of Tienamin Square change the political structure of China? Support your answer with reason.
 - Seventh Grade: How did Arabs spread the religion of Islam through trade? Describe several factors that made Muslim trade strong.
 - Eighth Grade: Describe the effect the Underground Railroad had on the institution of slavery. How did abolitionists like Harriet Tubman contribute to the downfall of slaver?