

SCHOOL: Middle School

GRADE: Six

**COURSE DESCRIPTION:**

Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7. Students address standards that emphasize physical and political geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Location refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time. The concept of place refers to the physical and man-made characteristics of a place such as a town or city. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons. The movement of people, goods, and ideas is the fourth concept. The fifth, region, refers to ways of categorizing areas of the earth, such as by climate or religion.

UNIT	CONCEPTS
History and Geography	<p>Students will:</p> <ul style="list-style-type: none"><li>▪ Use map and globe skills learned in pre-kindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps.</li><li>▪ Use geographic terms correctly, such as delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (eg about rainfall, temperature, or population size data)</li><li>▪ 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. (G)</li><li>▪ Identify how current world atlases are organized and the kind of information they provide for each continent and country.</li><li>▪ Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.</li><li>▪ Use the following demographic terms correctly: ethnic group, religious group, and linguistic group.</li></ul>
Civics and Government	<p>Students will:</p> <ul style="list-style-type: none"><li>▪ Define what a nation is and give examples of the different ways nations are formed.</li><li>▪ Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, British Commonwealth, and the United Nations) and explain their purposes and functions.</li></ul>
Economics	<p>Students will:</p> <ul style="list-style-type: none"><li>▪ Provide examples of currencies from several countries and</li></ul>

	<p>explain why international trade requires a system for exchanging currency between nations.</p> <ul style="list-style-type: none"> <li>▪ Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.</li> <li>▪ Define supply and demand and describe how changes in supply and demand affect prices of specific products.</li> <li>▪ Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.</li> <li>▪ Identify the key elements of a market economy.</li> <li>▪ In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.</li> <li>▪ 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.</li> <li>▪ Compare the standard of living in various countries today using gross domestic product per capita as an indicator.</li> </ul>
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**SUGGESTIONS FOR PARENTAL INVOLVEMENT:**

<ul style="list-style-type: none"> <li>▪ Have a map or globe at home as your child reads newspaper articles/events relating to places around the world and locate these places.</li> <li>▪ Watch the television news together regularly. Let the events on the news -- human interest stories, hurricanes, elections, and the peoples and circumstances of other countries -- become a basis for conversation.</li> <li>▪ Ask what would happen if the oil-producing countries (find these nations on a map) agreed to sell only one-half as much oil as they now sell. (The price of oil and of many other goods would probably increase dramatically.)</li> <li>▪ Reinforce with your child the key concepts listed above.</li> <li>▪ Help your child to review important Social Studies vocabulary.</li> </ul>
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**COURSE DESCRIPTION:**

Seventh graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning. Civilizations covered include: Mesopotamia and other river valley civilizations around the Tigris and Euphrates Rivers; Egypt, Phoenicia; Ancient Israel; Ancient Greece; and Ancient Rome.

UNIT	CONCEPTS
History and Geography	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Compare information shown on modern and historical maps of the same region.</li> <li>▪ Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>). Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>)</li> <li>▪ Construct and interpret timelines of events and civilizations studied.</li> <li>▪ Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.</li> <li>▪ Identify multiple causes and effects when explaining historical events.</li> <li>▪ Describe ways of interpreting archaeological evidence from societies leaving no written records.</li> </ul>
Civics and Government	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military</i>.</li> </ul>
Economics	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Define and apply economic concepts learned in pre-kindergarten through grade 6: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand.</li> </ul>

**SUGGESTIONS FOR PARENTAL INVOLVEMENT:**

- Visit local museums that contain ancient artifacts. (Museum of Fine Arts, RISD Museum in Providence)
- Discuss with your child, current discoveries of ancient artifacts. (The "Ice Man")
- Watch programs on the Discovery and the History Channels that feature the Ancient World.
- Guide your child's reading toward the Ancient World and famous people of the ancient period.
- Using a globe or a map find the locations of the ancient civilizations your child is studying.
- Reinforce with your child the key concepts listed above.

## COURSE DESCRIPTION:

**World History I:** This course begins with a review of the Eastern Classical Civilizations of India and China. The main components of the course involve examination of the following: the Decline and Fall of Rome; the Spread of the Judeo-Christian Ethos; the Medieval World; Renaissance; Reformation; and Absolutism.

UNIT	CONCEPTS
Ancient India and China	Students will: <ul style="list-style-type: none"> <li>▪ Compare and contrast the teachings of Buddhism and Hinduism.</li> <li>▪ Discuss the influence of Confucianism and Tao on China.</li> </ul>
Byzantium and Islam	Students will: <ul style="list-style-type: none"> <li>▪ Demonstrate how the Byzantine Empire became a transition of the Roman.</li> <li>▪ Describe the scientific and cultural contributions of Islam to the world.</li> <li>▪ List the major beliefs of Islam.</li> </ul>
Western Europe – Middle Ages	Students will: <ul style="list-style-type: none"> <li>▪ Assess the impact of the church on the politics and society of the Medieval world.</li> <li>▪ List the binding rules of a feudal contract.</li> </ul>
The Non-European World	Students will: <ul style="list-style-type: none"> <li>▪ Describe the development of early African trading and the trading states.</li> <li>▪ Cite examples of how fundamental beliefs of world religions have influenced world history.</li> </ul>
The Rise of Nations	Students will: <ul style="list-style-type: none"> <li>▪ Explain how French and English monarchs centralized power.</li> <li>▪ Identify the developments that undermined feudal society.</li> </ul>
Renaissance Europe	Students will: <ul style="list-style-type: none"> <li>▪ List at least four Renaissance artists and describe a major work of art of each.</li> <li>▪ Discuss Machiavelli's <u>Prince</u> and apply its key ideas to politics today.</li> <li>▪ Define humanism and analyze its influence.</li> <li>▪ Analyze the impact of the Renaissance on the Modern Era.</li> </ul>
Reformation	Students will: <ul style="list-style-type: none"> <li>▪ Discuss the impact of the Renaissance, Humanism, Secularism, Nationalism, and the power of the press on the Church.</li> <li>▪ Describe the fundamental conflict between Luther and the Pope.</li> <li>▪ Describe the causes and the effects of Henry VIII's break with the church.</li> </ul>
Age of Exploration	Students will: <ul style="list-style-type: none"> <li>▪ Explain the motives that promoted European Exploration.</li> <li>▪ Identify the explorers and their routes of Exploration.</li> <li>▪ Explain the present day controversy surrounding the explorers.</li> <li>▪ Analyze the impact of the Spanish policy towards Native Americans.</li> </ul> Identify the changes that exploration made possible.
Age of Absolutism	Students will: <ul style="list-style-type: none"> <li>▪ Examine the need for government and analyze the need for limited government throughout history.</li> <li>▪ Describe the reigns of Louis XIV, Phillip of Spain and Peter the Great and evaluate Absolutism.</li> </ul>

## SUGGESTIONS FOR PARENTAL INVOLVEMENT:

- Review the concepts and outcomes listed above and, whenever possible, assist your child in preparing for quizzes and tests.
- Be aware of your child's progress reports, which are issued at the half point of each term.
- Visit museums that feature Medieval and Renaissance Art.
- Guide your child's reading to books and biographies about the Middle Ages, the Renaissance, the Reformation and the Ages of Exploration and Absolutism.
- Discuss with your child current events and ask for opinions on current issues.