



Middle School Social Studies

Social Studies is about people, past and present, and how they interact with others, ideas and the environment. The understandings and skills learners develop will enable them to participate in a global society as informed and responsible citizens.

All of the social studies units in the middle school focus on five themes that run through the curriculum. Students study place and environment by looking at how humans and the environment affect each other. They look at culture and heritage and how cultures adapt and change over time. They will also study how the past influences the present, but does not define the present as well as look at social organization, with regard to social, political and economic structures. Finally they will analyze how people have power to effect change.

Social Studies learning standards are designed to help children understand cultural diversity and their place in the global community; they are centered around five general strands:

1. *Social Organization*
2. *Culture and Heritage*
3. *Place and Environment*
4. *Time, Continuity and Change*
5. *Resources and Economics*



	1. Social Organization	2. Culture and Heritage	3. Place and Environment	4. Time, Continuity & Change	5. Resources and Economics
Standards	<p>Students will:</p> <p>1.1. Demonstrate an understanding of why societies create and adopt systems of governance</p> <p>1.2 Demonstrate an understanding of how systems of governance address human needs, rights and responsibilities</p>	<p>Students will:</p> <p>2.1 Demonstrate an understanding of how cultural practices vary but reflect similar purposes</p>	<p>Students will:</p> <p>3.1 Use geographic tools to learn about people and places</p> <p>3.2 Demonstrate an understanding of how humans and the environment affect each other</p>	<p>Students will:</p> <p>4.1 Demonstrate an understanding of how ideas and actions of the past have an impact on people's lives</p>	<p>Students will:</p> <p>5.1 Demonstrate an understanding of fundamental economic principles</p>
Grade 6	<p>1.1.1 Relate the development of new ideas to major shifts in social structures.</p> <p>1.2.1 Examine the role of religion and philosophy in organizing society.</p> <p>1.2.2 Demonstrate an understanding of that different classes of people are afforded different rights</p>	<p>2.1.1 Identify the principal social and cultural features of Ancient Civilizations.</p> <p>2.1.2 Explain how belief systems influence daily life</p>	<p>3.1.1 Use different maps to explain the features of Ancient Civilizations.</p> <p>3.2.1 Explain the impact of physical features on the rise of civilization.</p> <p>3.2.2 Compare environments of early civilizations.</p>	<p>4.1.1 Demonstrate an understanding of how societies have influenced and been influenced by scientific developments and technological developments</p> <p>4.1.2 Assess the influence of earlier civilizations on later civilizations.</p> <p>4.1.3 Use timelines to sequence historical events.</p>	<p>5.1.1 Identify the resources of a region and their link to the economy.</p> <p>5.1.2 Trace the development of monetary systems</p>



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Grade 7	<p>1.1.1 Identify factors leading to conflict within and between societies.</p> <p>1.1.2 Demonstrate an understanding of the relationship between ideas, technology and social change</p> <p>1.2.1 Explain how different types of government acquire, use, and justify power</p>	<p>2.1.1 Demonstrate an understanding of how culture and heritage are impacted by geography.</p> <p>2.1.2 Demonstrate an understanding of the impact of monotheistic religion.</p> <p>2.1.3 Analyze how a culture grows and develops</p>	<p>3.1.1 Use appropriate data sources and geographic tools to generate and interpret information</p> <p>3.1.2 Know the relative location of, size of, and distances between places</p> <p>3.2.1 Describe social effects of environmental changes</p> <p>3.2.2 Explain how human migration affects the physical and human characteristics of a place</p> <p>3.2.3 Describe ways that human events have influenced, and been influenced by, physical and cultural conditions.</p>	<p>4.1.1 Analyse the positive and negative interactions between cultures over time.</p> <p>4.1.2 Make connections between past events and later developments.</p> <p>4.1.3 Identify the point of view, context, bias (including gender and race), or distortion of historical sources</p>	<p>5.1.1 Explain the factors leading to the development of new economic structures.</p> <p>5.1.2 Demonstrate an understanding of how economics and desire for resources drive social and political change and conflict.</p>



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Grade 8	<p>1.1.1 Analyze strengths and weaknesses of various kinds of government systems</p> <p>1.2.1 Explain how different types of government acquire, use, and justify power</p> <p>1.2.2 Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare of a particular place</p> <p>1.2.3 Evaluate issues related to basic freedoms</p>	<p>2.1.1 Evaluate ethical questions from points of view of different belief systems</p> <p>2.1.1 Analyze the causes and impacts of gender roles</p> <p>2.1.2 Identify ways that environmental factors and culture are related</p> <p>2.1.3 Analyze ways in which people maintained traditions and resisted external challenges</p>	<p>3.1.1 Use appropriate data sources and geographic tools to generate and interpret information</p> <p>3.1.2 Demonstrate an understanding of the relative location of, size of, and distances between places</p> <p>3.2.1 Describe social effects of environmental changes</p> <p>3.2.2 Describe geographic factors that can affect the creation, cohesiveness, and integration of regions and alliances</p>	<p>4.1.1 Examine the possible causes of current and historical political events and issues</p> <p>4.1.2 Identify the point of view, context, bias (including gender and race), or distortion of historical sources</p> <p>4.1.3 Analyze differing interpretations of an historical or current event</p> <p>4.1.4 Examine the ethical implications of new technology</p> <p>4.1.5 Explain forces for change that result in increasing world interaction (e.g. environment, belief systems, economics, ethnicity/gender, culture, balance of power)</p>	<p>5.1.1 Describe economic effects of environmental changes</p> <p>5.1.2 Evaluate conventional and alternative uses of resources</p> <p>5.1.3 Explain global patterns of resource distribution and use</p> <p>5.1.4 Demonstrate an understanding of how economics and desire for resources drive social and political systems</p>



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				<p>4.1.6 Compare and contrast various cultures through time and space</p> <p>4.1.7 Construct visual representations of actions over time</p>	