

Glenwood Community School District

MS Social Studies Curriculum

Social Studies Mission Statement:

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

A special thank you to the District 6-12 Social Studies Curriculum Committee:

Amanda Crouch

Kelsey Miller

Todd Killion

Marissa Klindt

Emily Dietz

Eric Rasmussen

Maria Jacobus

Cindy Long

Paul Johnson

Glenwood Community Middle School
 6th Grade Social Studies World Regions and Cultures Curriculum
 Approved Date – August 2021

Course Purpose: The student will focus on geography, history, and culture in global regions. The student will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time. The student will learn and be assessed on both content standards (knowledge) and inquiry standards (skills).

Course Outcomes	Outcome Components	Description	Iowa Core	Possible Units
SS.6.1	The student will analyze an ancient culture/civilization to explain the connections between geography, culture, and economics.			Mesopotamia
	SS.6.1.1	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	6.17 G	Evaluate the importance of geography and climate in the development of agricultural and economic systems.
	SS.6.1.2	Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	6.13 BS	Identify and give examples of the basic traits of the Mesopotamian civilization, including advanced cities, social classes, record keeping and advanced technology.
	SS.6.1.3	Distinguish how varying economic systems impact a nation and its citizens.	6.15 E	Justify the transition from the barter system to the use of coined money.
	SS.6.1.4	Analyze connections among historical events and developments in various geographic and cultural contexts to determine their effects.	6.20 H	Explain the achievements of important historical figures from the focus civilizations, and rate their impact.
	SS.6.1.5	Compare Iowa's geography, natural resources, and climate to other regions of the world.	6.23 H	Agriculture
SS.6.2	The student will examine an ancient civilization to identify what makes a culture's belief system and explore connections among historical events.			Egypt
	SS.6.2.1	Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	6.13 BS	Identify and explain the Egyptian social roles and their importance in Egyptian society.

	SS.6.2.2	Analyze to explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	6.17 G	Assess the importance of the Nile River in terms of its economic and geographic functions.
	SS.6.2.3	Analyze connections among historical events and developments in various geographic and cultural contexts to determine their effects.	6.20 H	Critique the decisions of various pharaohs
SS.6.3	The student will inspect an ancient civilization to explain how and why perspectives of people change throughout different historical eras.			China
	SS.6.3.1	Explain how groups form in a society, and how groups, as well as the individuals within those groups can influence each other. Compare and contrast this society with contemporary groups.	6.14 BS	Compare and contrast the contributions created by the dynasties of early China.
	SS.6.3.2	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	6.17 G	Summarize how geography influenced agriculture and travel in early China.
	SS.6.3.3	Explain how and why perspectives of people have changed throughout different historical eras.	6.21 H	Examine the development of the 3 major philosophies of early China and how they affected its culture.
	SS.6.3.4	Compare Iowa's geography, natural resources and climate to other regions of the world.	6.23 H	Compare Iowa's geography, natural resources and climate to that of China's.
SS.6.4	The student will examine an ancient civilization to analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there; explain multiple causes and effects of events and developments in the past.			Greece
	SS.6.4.1	Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.	6.13 BS	Compare and contrast the features of the Greek city-states.
	SS.6.4.2	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	6.17 G	Assess how geography affected the way early people lived and traded in ancient Greece.
	SS.6.4.3	Analyze connections among historical events and developments in various geographic and cultural contexts to determine their effects.	6.20 H	Analyze the outcome of the Persian Wars and evaluate how it increased Greek influence.

	SS.6.4.4	Explain multiple causes and effects of events and developments in the past.	6.22 H	Summarize the development of Athenian democracy and its impact on modern governments.
SS.6.5	The student will scrutinize an ancient civilization to explain changes in transportation and technology to explain their impact on migration patterns, and construct geographical representations to explain the characteristics of a region.			Rome
	SS.6.5.1	Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.	6.16 G	Describe how Rome's geography affected the growth of its civilization.
	SS.6.5.2	Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas in various countries.	6.18 G	Critique the ancient Roman culture, including religious values, family life and social classes, and their influences in today's society.
	SS.6.5.3	Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	6.19 G	Analyze Roman expansion to determine how it led to social and political conflict.
	SS.6.5.4	Explain multiple causes and effects of events and developments in the past.	6.22 H	Identify the economic, political, and social reasons for the decline of the Roman Empire.
SS.6.6	The student will inspect an ancient civilization to examine global population changes, and how those changes affect land use and explain cultural characteristics in regions.			Americas
	SS.6.6.1	Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.	6.19 G	Summarize how geography shaped the lives of early Americans.
	SS.6.6.2	Analyze and explain the cultural, physical and environmental characteristics of places and regions and how this affects the life of the people who live there.	6.17 G	Compare and contrast the cultures of the Maya, Aztecs and Incas.
	SS.6.6.3	Explain multiple causes and effects of events and developments in the past.	6.22 H	Investigate the arrival of Spanish explorers and subsequent conquest of the Conquistadors.

Glenwood Community Middle School
7th Grade Social Studies - Contemporary Global Studies Curriculum
Approved Date – August 2021

Course Purpose: The student will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that the Iowa student be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. The student could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

Course Outcomes	Outcome Components	Description	Possible Unit / Iowa Core Standard
SS.7.1	The student will examine and explain the development of a contemporary global issue through historical events, causes/effects, and changing perspectives.		European Colonization in Africa Patriotism US Involvement in Latin America
	SS.7.1.1	Analyze and explain connections among historical events and developments in contemporary global issues.	SS.7.24. (H)
	SS.7.1.2	Explain multiple causes and effects of various contemporary global events and developments.	SS.7.26. (H)
	SS.7.1.3	Describe how and why perspectives on various contemporary issues have changed over time.	SS.7.25. (H)
SS.7.2	The student will illustrate how local market features, environmental characteristics, and population changes affect world trade.		The Effects of the Cocoa Industry on West Africa Bananas , Water
	SS.7.2.1	Describe how the relationship between the environmental characteristics of places and production of goods influences world trade.	SS.7.22. (G)
	SS.7.2.2	Explain how global changes in population distribution patterns affect changes in land use in particular areas.	SS.7.23. (G)
	SS.7.2.3	Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.	SS.7.19. (E)
SS.7.3	The student will analyze and evaluate the interconnected roles that citizens, the media, population movements, governments, and Iowa have within a contemporary global issue.		Syrian Civil War Border Walls
	SS.7.3.1	Distinguish the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.	SS.7.15. (C/G)
	SS.7.3.2	Explain and evaluate the push and pull factors involved in human population movement and patterns.	SS.7.21. (G)
	SS.7.3.3	Analyze and describe the role(s) that Iowa plays in contemporary global issues.	SS.7.27. (H)
SS.7.4	The student will distinguish and describe how international agreements/treaties, organizations, trade policies, and trade barriers impact a nation and its citizens.		NAFTA North Korea EU / Brexit

	SS.7.4.1	Describe the roles political, civil, and economic organizations have in shaping people's lives.	SS.7.17. (C/G)
	SS.7.4.2	Examine and summarize the origins, purposes, and impact of laws, treaties, and international agreements.	SS.7.16. (C/G)
	SS.7.4.3	Investigate and explain the impact of trade policies and barriers on a nation and its citizens.	SS.7.20. (E)
SS.7.5	The student will illustrate how social/political factors and economic decisions affect individuals/societies and cause inequalities.		Economic Inequality
	SS.7.5.1	Examine and describe what causes inequalities and how they exist within a society.	SS.7.14. (BS)
	SS.7.5.2	Identify social, political and economic factors that can influence an individual's thoughts and behavior.	SS.7.13. (BS)
	SS.7.5.3	Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.	SS.7.18. (E)

Glenwood Community Middle School
 8th Grade Social Studies – United States History and Civic Ideals Curriculum
 Approved Date – August 2021

Course Purpose: The student will analyze and evaluate United States historical events from early European exploration to the early 20th century. The student will consider multiple accounts of events and issues in order to demonstrate knowledge of civics, economics, geography and the history of the United States from a variety of perspectives. The student will learn and be assessed on both content standards (knowledge) and inquiry standards (skills).

Course Outcomes	Outcome Components	Description	Possible Unit / Iowa Core Standard
SS.8.1	The student will explore and evaluate the geographical, economics, and cultural impact of European exploration and colonization of the Americas.		Early English Exploration and Colonies
	SS.8.1.1	Explain multiple causes and effects of events and developments in early American history.	8.1.3 8.1.4 8.2.1 8.2.1 (early exploration and colonization)
	SS.8.1.2	Evaluate how economic decisions affect the well-being of individuals, businesses, and society.	8.1.1 8.1.2 8.2.2 (trade routes, better economic opportunities in America)
	SS.8.1.3	Explain how push and pull factors contributed to immigration and migration in early American history.	8.1.1 8.1.3 8.2.4 (Religious freedom, better economic opportunities, self-gov)
	SS.8.1.4	Explain how global interconnections influenced early American history.	8.1.4 (Trade, exploration, effect on Natives)
SS.8.2	The student will examine various perspectives and events to determine what led to American independence.		American Revolution
	SS.8.2.1	Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	8.3.1 8.3.2 (British policy and actions leading to war)
	SS.8.2.2	Evaluate how economic decisions affect the well-being of individuals, businesses and society.	8.3.4 (Patriot and Loyalist perspective)
	SS.8.2.3	Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.	8.3.2 (No taxation without representation)(Declaration of Independence)
SS.8.3	The student will examine founding principles, arguments, and compromises in order to explain what led to the establishment of government in the United States and Iowa.		Establishing government
	SS.8.3.1	Examine and explain the origins, functions, and structure of government with reference to the US Constitution and other founding documents,	

		branches of government, bureaucracies, and other systems and its effectiveness on citizens.	
	SS.8.3.2	Analyze the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts in order to form an opinion on the value of those groups.	8.4.5 (Political parties, civic duty)
	SS.8.3.3	Examine the evolution of the function and structure of government in Iowa to determine its effect on citizens today.	8.4.4
SS.8.4	The student will examine and illustrate the challenges faced by the early government of the United States.		Early government, westward expansion (Washington-Jackson/Indian policies)
	SS8.4.1	Analyze connections among early American historical events and developments to determine their effects in broader historical context.	8.5.1 8.6.1 (Events of Washington-Jefferson presidencies)
	SS8.4.2	Evaluate how economic decisions affect the well-being of individuals, businesses, and society.	8.5.2 (Early economy, national bank)
	SS8.4.3	Explain how push and pull factors contributed to immigration and migration in early American history.	8.6.1 (Westward expansion, LA purchase)
	SS.8.4.4	Explain how the physical and human characteristics of places and regions influence culture.	8.5.3 8.6.1 (Early problems with foreign neighbors, Indian Removal Policies)
SS.8.5	The student will compare and contrast the major events and issues of the 1800's to the issues facing the nation today.		Civil War- Reconstruction
	SS.8.5.1	Explain how and why prevailing social, cultural, and political perspectives changed during early American history.	8.7.1 8.8.1 8.9.1 (Division between N and S)
	SS.8.5.2	Use historical evidence to evaluate the state of regional economies throughout early American history.	8.8.2 8.9.2 Slavery in south, southern economy after war)
	SS.8.5.3	Analyze the role of innovation and entrepreneurship in institutions throughout early American history to determine its effect on the market economy.	8.7.2 Industrial Revolution
	SS.8.5.4	Analyze connections among early American historical events and developments to determine their effects in broader historical events.	8.6.3 8.7.3 8.8.3 (Long lasting effects of Civil War and Reconstruction)

Glenwood Community Middle School
Investigative Research: Unsolved Mysteries Curriculum
Approved Date – August 2020

Course ID:	Course Purpose: To introduce the student to research methods associated with persuasive writing and develop presentation skills around explaining and justifying rationales associated with unsolved global/national/local problems.
-------------------	---

Course Outcomes	Outcome Components	Description	Iowa Core/Glenwood Components
IR 7-8.1	The student will analyze validity and synthesize pertinent information from both primary and secondary sources.		
	IR 7-8.1.1	Differentiate between primary and secondary sources.	SS.8.4
	IR 7-8.1.2	Examine and distinguish the validity of primary and secondary sources.	SS8.4 SS 8.3 LA.08.05.04
	IR 7-8.1.3	Summarize pertinent information from primary and secondary resources that assist in persuasive writing such as author claims.	SS.8.4 SS.8.3 LA.07.01.02
IR 7-8.2	The student will create a persuasive research paper using organizational purpose and approved research methods (i.e.; primary and secondary sources, peer-reviewed research, vetted Internet sites, videos) to justify a position on a novel problem.		LA.07.06
	IR 7-8.2.1	Identify unsolved global/national/local problems.	SS 8.1 LA.07.06.01
	IR 7-8.2.2	Demonstrate note takings skills from primary and secondary sources.	SS8.5
	IR 7-8.2.3	Diagram the essential elements of a persuasive research paper (ie; topic sentence, thesis, supporting and concluding sentences).	SS 8.9 LA.07.02.03
	IR 7-8.2.4	Demonstrate appropriate citing of sources using APA style.	SS 8.3
	IR 7-8.2.5	Develop an original thesis based on valid research.	SS.8.6
IR 7-8.3	The student will explain their thesis and findings related to a novel problem by designing and delivering a presentation based on research from an original persuasive essay.		
	IR 7-8.3.1	Design and deliver a presentation (such as Google slides) based on persuasive writing elements and findings.	SS 8.9 LA.07.05.04 LA.08.05.08
	IR 7-8.3.2	Demonstrate presentation design that includes an introduction, a topic, thesis, and supporting and concluding sentences.	SS 7.9
	IR 7-8.3.3	Explain how to promote and develop a logical conclusion.	SS 7.9
	IR 7-8.3.4	Summarize and explain key interpretations and findings from research.	SS 7.9 LA.07.02.05 LA.07.06.04