



## Social Studies and Cambridge International Global Perspectives Learning Objectives

### Quicklinks:

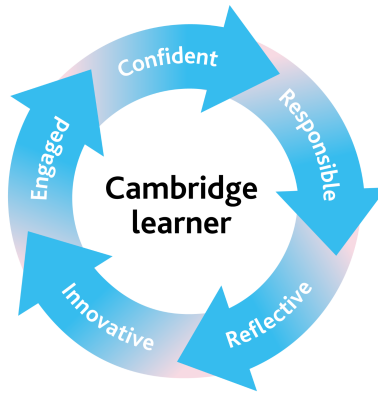
- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)
- [Seventh Grade](#)
- [Eighth Grade: Cambridge Human Geography](#)

Hillel Academy will welcome the Cambridge International Curriculum and Pedagogy for Human Geography for 8th-grade in the 2021 school year. This course provides a high school credit for students.

Additionally, Hillel Academy will adopt the Cambridge International Curriculum and Pedagogy for Global Perspectives for all students in Kindergarten through 8th-grade in the 2021 school year. Three times a year, days will be designated as “Global Perspective Day.” All students in all grades will simultaneously engage in a developmentally appropriate day-long deep study of social issues impacting our global society. At the conclusion of these days, parents and guests will be invited to the school to learn from Hillel Academy students.

Cambridge Global Perspectives® is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students aged 5 to 19 the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in other subject areas.



**Responsible** – Learners are responsible for their own learning by directing their choice of issue to research. They contribute to group problem solving and are responsible for completing specific tasks allocated to them. They show academic honesty and give credit to others for their contributions.

**Innovative** – Learners think of innovative solutions to problems and suggest a course of action that will make a positive difference to those in their local community. Their presentations to classmates may make innovative use of technology or other resources.

**Confident** – Learners gain the skills they need to analyse and evaluate information which will allow them to confidently choose information sources to use in their own research. They will have opportunities to present their work to peers which will help them to become confident communicators.

**Engaged** – Learners will consider issues that affect them and those in their local community. They will also discuss how these issues affect others around the world. As learners better understand the causes and consequences of local issues they will engage with solutions and actions to improve the situation.

**Reflective** – Learners are reflective about their own learning, about their behaviour in relation to others and how their behaviour and habits can affect people locally and even globally. They also reflect on how information changes or reinforces their ideas about a topic.

Hillel Academy is committed to its current social studies curriculum, driven by Florida's Sunshine State Standards. Because a social studies curriculum is based upon a school's local, State, and national community, an international curriculum is not sufficient to meet the needs of students.

## Kindergarten

### Resources:

- TCI Social Studies Alive
- Scholastic News
- TIME for Kids

## Social Studies

### Me and My World

#### Who Am I?

- Students are able to identify what they look like, things that are important to them, personal feelings and things that they are able to do or excel at.
- Recite and print first and last name
- Recite address and telephone number

#### What Is a Family?

- Students are able to identify members of their family, traditions or things that they do as a family, things that make individual members of their family unique.

#### How Do I Make Friends?

#### How Do I Solve Problems With Others?

#### How Can I Be A Good Helper at School?

- Practice and assume a willingness to accept responsibility for own behavior
- Demonstrate ability to work independently
- Interact, share, and cooperate within groups
- Practice common courtesies such as please, thank you and may I?

#### Where Am I in the World?

- Recognize and demonstrate an appropriate response to the American flag
- Learn the Pledge of Allegiance and other patriotic songs
- Name the current U.S. President and Vice-President
- Recognize the United States and Florida on a map and globe
- Appreciate the varied backgrounds and cultures that are represented in America
- Understand the meaning of stripes and stars on the American flag

#### How Do People Live Around the World?

- Discover that people use different languages to communicate

#### What Do People Need and Want?

- Identify examples of needs
- Identify examples of wants

#### How Can I Help Take Care of the World?

## Global Perspectives

### Research

#### Constructing research questions

- Ask basic questions about a given topic

#### Information skills

- Talk about information on a given topic in sources provided

#### Conducting research

- Begin to participate in simple investigations and ask basic questions to find information and opinions

#### Recording findings

- Record information on a given topic in pictograms or simple graphic organisers

### Analysis

### **Identifying perspectives**

- Say something known about a topic

### **Interpreting data**

- Talk about information recorded in pictograms or graphic organisers

### **Making connections**

- Talk about simple, personal consequences of own actions

### **Solving problems**

- Choose a possible solution to an issue from a range of actions given

## **Evaluation**

### **Evaluating sources**

- Select a source relevant to a given topic and explain reasons for choice

### **Evaluating arguments**

- State an opinion about a given topic

## **Reflection**

### **Personal contribution**

- Identify personal contribution in the form of an action intended to help achieve a shared outcome

### **Teamwork**

- Identify an action that someone else contributed to achieve a shared outcome

### **Personal viewpoints**

- Talk about what has been learned during an activity with support

### **Personal learning**

- Talk about something liked in a particular activity

## **Collaboration**

### **Cooperation and interdependence**

- Share resources with others while working independently or with a partner

### **Engaging in teamwork**

- Work positively with others

## **Communication**

### **Communicating information**

- Answer questions with relevant information about a given topic

### **Listening and responding**

- Listen to others in class discussions and respond with simple questions

# First Grade

## Resources:

- TCI Social Studies Alive
- Scholastic News
- TIME for Kids

## Social Studies

### School and My Family

#### How Do We Get Along In School?

- students discover the value of cooperating to complete a task

#### Why Is It Important to Learn From Each Other?

#### Why Do Schools Have Rules?

- Discuss ways to live cooperatively at school, in neighborhoods and communities

#### Who Works at Your School and in Your Community?

- Knows selected elected officials (president, governor)
- Knows the responsibilities of authority figures ( parents, teachers, police officers)

#### How Are We Good Helpers at School?

#### What Was School Like Long Ago?

- Identify similarities and differences between school today and long ago

#### What is a Map?

- Recognize that a map represents a real place
- Identifies the four cardinal directions
- Identifies and uses a compass rose, map key, and map symbols
- Identifies physical features on a map (hills, mountains, lakes)
- Is able to locate Florida and North America on a map

#### What Groups Do We Belong To?

- Categorize different people into groups such as school, family, or community
- Students identify the different types of groups to which they belong

#### How Are Families Special?

- Students identify different family members, types of homes, and family activities
- Students recognize what characteristics make their own family special

#### What Do Families Need and Want?

- Identify the difference between needs and wants
- Distinguish between producers and consumers
- Identify the difference between goods and services.
- Identify the differences between human and natural resources.

#### How Do Family Members Care for Each Other?

- Students sort family pictures into three categories of caring for each other—helping each other, sharing knowledge, and spending time together.
- How can we be helpful to our parents? To our Siblings?

#### How Do Families Change Over Time?

- Students explore what happens when people grow older
- Students learn some reasons why families change in size

#### Where Do Families Live?

- Identifies similarities and differences between a neighborhood, city, state, and country

- Identifies similarities and differences between life in cities, towns, suburbs, and farms

#### **What Are Family Traditions?**

- Students explore the term tradition
- Discuss and share family traditions for birthdays and holidays from two different cultures

#### **What Do Good Neighbors Do?**

- Show examples of actions good neighbors take

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Ask focused questions about a given topic

#### **Information skills**

- Locate relevant information in sources provided

#### **Conducting research**

- Conduct simple investigations, using interviews or questionnaires to find information and opinions

#### **Recording findings**

- Record findings from research in pictograms, simple tables or graphic organisers

### **Analysis**

#### **Identifying perspectives**

- Recognise that different people know different things about a topic

#### **Interpreting data**

- Recognise that graphical and numerical data can show information about a topic

#### **Making connections**

- Talk about simple, personal consequences of own actions on others

#### **Solving problems**

- Suggest a personal action that could make a positive difference to an issue affecting self

### **Evaluation**

#### **Evaluating sources**

- Suggest sources which might be relevant to a topic, explaining reasons for relevance

#### **Evaluating arguments**

- Express an opinion about a given topic, giving reasons for opinion

### **Reflection**

#### **Personal contribution**

- Identify personal contribution in the form of an idea intended to help achieve a shared outcome

#### **Teamwork**

- Identify an idea that someone else contributed to achieve a shared outcome

#### **Personal viewpoints**

- Talk about what has been learned during an activity

#### **Personal learning**

- Talk about a particular activity that supported learning

### **Collaboration**

#### **Cooperation and interdependence**

- Carry out a task in order to contribute to a shared outcome

#### **Engaging in teamwork**

- Work positively with others, contributing to a shared outcome

### **Communication**

#### **Communicating information**

- Talk about a given topic, giving relevant information

#### **Listening and responding**

- Listen to others in class discussions and respond with simple and relevant questions

## **Second Grade**

#### **Resources:**

- TCI Social Studies Alive
- Scholastic News
- TIME for Kids

#### **Social Studies**

##### **My Community**

#### **What is a Community?**

- Our family as a community
- We all live in a community
- Roles and responsibilities for those in the community
- Different types of communities

#### **Our local communities and neighborhoods including landmarks, points of interest, and unique features**

- How Are Communities Different?
- Discuss features, advantages, and disadvantages of urban, rural, and suburban communities

#### **What is a Map?**

- Identify the United States on a map/globe

- Identify our state and city on a map/globe
- Identify seven continents and oceans on a map/globe
- Recognizing different kinds of landforms and bodies of water on Earth
- Understanding map symbols, use a compass rose

#### **What is Geography?**

- Identify geographic features and locate them on a physical map

#### **How Do People Use Our Environment?**

- Explore how people use natural resources in various environments
- Discover the effects of pollution

#### **How Are Goods Made and Brought to Us?**

- Our needs, our wants- goods and services
- Consumers and customers
- Trade with others around the world

#### **Who Provides Services in a Community?**

- Economics, jobs, careers, services

#### **How Can I Be a Smart Consumer?**

- Students make choices about what to buy and distinguish between economic needs and wants
- Students read about economic principles and practices that help consumers spend wisely

#### **How Can One Person Make a Difference?**

#### **How Do Leaders Help Their Communities?**

- How our Government works- roles of government officials
- Identify how public officials are selected
- Ways that identify and create a democracy

#### **What Does a Good Citizen Do?**

- How people contribute to their community to establish a democracy
- Identify American symbols, monuments, holidays, and how they are celebrated

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Construct own questions to aid understanding of a topic

#### **Information skills**

- Locate relevant information and answers to questions within sources provided

#### **Conducting research**

- Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements

#### **Recording findings**

- Select, organise and record information from sources and findings from research in simple charts or diagrams

### **Analysis**

#### **Identifying perspectives**

- Recognise that people think or believe different things about a topic



### **Interpreting data**

- Draw simple conclusions from graphical or numerical data

### **Making connections**

- Talk about simple causes of personal actions and consequences on others

### **Solving problems**

- Suggest personal actions that could make a positive difference to an issue affecting others

## **Evaluation**

### **Evaluating Sources**

- Discuss a source, recognising that the author has a clear viewpoint on the topic

### **Evaluating arguments**

- Express an opinion about another person's viewpoint, giving reasons for opinion

## **Reflection**

### **Personal contribution**

- Identify strengths and limitations of personal contribution to teamwork

### **Teamwork**

- Identify how working together improved the shared outcome achieved

### **Personal viewpoints**

- Talk about what has been learned during an activity and consider how personal ideas have changed

### **Personal learning**

- Identify which types of activities support learning

## **Collaboration**

### **Cooperation and interdependence**

- The team allocate given tasks to team members to achieve a shared outcome

### **Engaging in teamwork**

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

## **Communication**

### **Communicating information**

- Present information about a given topic clearly and with an appropriate structure

### **Listening and responding**

- Listen to others in class discussions and respond with relevant ideas and questions

# Third Grade

## Resources:

- TCI Social Studies Alive
- Scholastic News
- TIME for Kids

## Social Studies

### Our Community and Beyond

#### Understanding the Geography of the World

- Identify and utilize basic map elements such as cardinal and intermediate directions, compass rose, title, key/legend, coordinate grid, and scale.
- Compare maps and globes to explain the concept of distortion.
- Use tables, charts, graphs, and photos to analyze geographic information.
- Identify the purpose of and utilize maps of various types.
- Use maps to identify different types of scale to measure the distance between two places.

#### Finding Places in the United States

- Label the states in the United States
- Locate key geographic features on a globe/map: equator and prime meridian
- Label continents and oceans on a world map

#### Geography and the Way We Live

- Learn how different physical features, climate, and natural resources impact a community

#### Settling in the United States

- Explore reasons why people immigrate, challenges immigrants face in getting to the United States, and some of the benefits/drawbacks of being an immigrant

#### Making Communities Better

- Honoring the contributions of individuals whose actions made a difference in the lives of people in our own community and around the country

#### Cultures Around the World

- How are people around the world alike and different?
- Learn about children from communities around the world, study artifacts related to the children's daily lives. Note similarities and differences between their lives and those of the children they learned about.

#### Understanding Our Economy

- Differentiate between an entrepreneur and human resource.
- Explain producer and consumer examples.
- Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

#### How do we buy and sell things?

- Discuss why we need money, how money can be used wisely

#### Choices in a Free Market

- Discover what happens to prices when supply and demand change

#### The United States and Global Trade

#### Providing Public Services

- Learn about the different public services that are available in our own community

#### Government in the United States

- Explain the purpose and need for government
- Explain how government was established through a written Constitution
- Recognize that the Constitution of the United States is the supreme law of the land

#### **Citizenship and Participation**

- Describe how government gains its power from the people
- Identify group and individual actions that demonstrate cooperation, volunteerism, and other American civic virtues

#### **Protecting the Environment**

- Use technology and text sources to describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Construct own questions to aid understanding of a topic

#### **Information skills**

- Locate relevant information and answers to questions within sources provided

#### **Conducting research**

- Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements

#### **Recording findings**

- Select, organise and record information from sources and findings from research in simple charts or diagrams

### **Analysis**

#### **Identifying perspectives**

- Recognise that people think or believe different things about a topic

#### **Interpreting data**

- Draw simple conclusions from graphical or numerical data

#### **Making connections**

- Talk about simple causes of personal actions and consequences on others

#### **Solving problems**

- Suggest personal actions that could make a positive difference to an issue affecting others

### **Evaluation**

#### **Evaluating Sources**

- Discuss a source, recognising that the author has a clear viewpoint on the topic

#### **Evaluating arguments**

- Express an opinion about another person's viewpoint, giving reasons for opinion

## Reflection

### Personal contribution

- Identify strengths and limitations of personal contribution to teamwork

### Teamwork

- Identify how working together improved the shared outcome achieved

### Personal viewpoints

- Talk about what has been learned during an activity and consider how personal ideas have changed

### Personal learning

- Identify which types of activities support learning

## Collaboration

### Cooperation and interdependence

- The team allocate given tasks to team members to achieve a shared outcome

### Engaging in teamwork

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

## Communication

### Communicating information

- Present information about a given topic clearly and with an appropriate structure

### Listening and responding

- Listen to others in class discussions and respond with relevant ideas and questions

# Fourth Grade

## Resources:

- TCI Social Studies Alive

## Social Studies

### America's Indigenous Peoples and Florida History

#### Discovering the Social Sciences

- What do social scientists do?
- Discuss artifacts from the perspective of each of these social science traditions: economics, geography, political science, and history

#### Exploring Regions of the United States

#### The Peopling of the United States

#### Florida

- Geography
- History
- Economy
- Government

### **American Indigenous Peoples and Their Land**

- Trace migration routes of the first Americans, summarize how these groups adapted to different environments
- Compare Native American tribes from different geographic regions in the cultural aspects including but not limited to clothing, shelter, food, major beliefs and practices, art, and interactions with the environment
- American Indigenous Peoples Cultural Regions

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Begin to construct research questions with support

#### **Information skills**

- Identify sources and locate relevant information and answers to questions within them

#### **Conducting research**

- Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question

#### **Recording findings**

- Select, organise and record relevant information from sources and findings from research, using an appropriate method

### **Analysis**

#### **Identifying perspectives**

- Identify some key points from different perspectives on the same topic within a source

#### **Interpreting data**

- Find and interpret simple patterns in graphical or numerical data

#### **Making connections**

- Talk about simple causes of a local issue and consequences on others

#### **Solving problems**

- Suggest and justify an action to make a positive difference to a local issue

### **Evaluation**

#### **Evaluating sources**

- Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations

#### **Evaluating arguments**

- Express opinions about a source, making reference to its features and arguments

## Reflection

### Personal contribution

- Discuss the impact of personal contribution to teamwork

### Teamwork

- Identify benefits and challenges of working together to achieve a shared outcome

### Personal viewpoints

- Discuss ways that personal ideas may have been influenced by new information or the ideas of others

### Personal learning

- Identify skills learned or improved during an activity

## Collaboration

### Cooperation and interdependence

- The team plan and divide tasks fairly to achieve a shared outcome, considering skills of team members and time available

### Engaging in teamwork

- The team member introduces useful ideas which are likely to help achieve a shared outcome and works positively to solve problems faced by the team

## Communication

### Communicating information

- Present information clearly with an appropriate structure and with some reference to sources where appropriate

### Listening and responding

- Listen to ideas and information about an issue and ask questions relevant to the issue

# Fifth Grade

## Resources:

- TCI Social Studies Alive

## Social Studies

### America's Past

### Geography of the United States

- Identify each of the states on a U.S. map
- Use latitude and longitude to locate places

### **How and Why Europeans Came to the New World**

- Investigate the nationality, sponsoring country, motives, dates and routes of travel, and accomplishments of eight early European explorers
- Predict the level of impact eight early European explorers had on North American history

### **Routes of Exploration to the New World**

#### **Early English Settlements**

- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth
- Comparing the Colonies
- Explain the economic, political and socio-cultural motivation for colonial settlement.
- Identify and locate the original thirteen colonies on a map of North America.
- Compare characteristics of New England, Middle, and Southern colonies.
- Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies
- Demonstrate an understanding of the political, economic, and social aspects of daily colonial life
- Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe

#### **Slavery in the Americas**

- Describe the introduction, impact, and role of slavery in the colonies

#### **Life in Colonial Williamsburg**

#### **Tensions Grow Between the Colonies and Great Britain**

#### **To Declare Independence or Not**

- Distinguish significant individuals and groups who played a role in the American Revolution
- Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution

#### **The Declaration of Independence**

- Identify the major events that led to the creation and approving of the Declaration of Independence
- Examine and express understanding of key passages from the Declaration of Independence

#### **The American Revolution**

- Identify and explain significant events leading up to the American Revolution.

#### **The Constitution**

#### **The Bill of Rights**

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Begin to construct research questions with support

#### **Information skills**

- Identify sources and locate relevant information and answers to questions within them

#### **Conducting research**

- Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question

#### **Recording findings**

- Select, organise and record relevant information from sources and findings from research, using an appropriate method

## Analysis

### Identifying perspectives

- Identify some key points from different perspectives on the same topic within a source

### Interpreting data

- Find and interpret simple patterns in graphical or numerical data

### Making connections

- Talk about simple causes of a local issue and consequences on others

### Solving problems

- Suggest and justify an action to make a positive difference to a local issue

## Evaluation

### Evaluating sources

- Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations

### Evaluating arguments

- Express opinions about a source, making reference to its features and arguments

## Reflection

### Personal contribution

- Discuss the impact of personal contribution to teamwork

### Teamwork

- Identify benefits and challenges of working together to achieve a shared outcome

### Personal viewpoints

- Discuss ways that personal ideas may have been influenced by new information or the ideas of others

### Personal learning

- Identify skills learned or improved during an activity

## Collaboration

### Cooperation and interdependence

- The team plan and divide tasks fairly to achieve a shared outcome, considering skills of team members and time available

### Engaging in teamwork

- The team member introduces useful ideas which are likely to help achieve a shared outcome and works positively to solve problems faced by the team

## Communication



### **Communicating information**

- Present information clearly with an appropriate structure and with some reference to sources where appropriate

### **Listening and responding**

- Listen to ideas and information about an issue and ask questions relevant to the issue

## **Sixth Grade**

The Sixth-Grade World History curriculum is a survey of western civilization.

### **Resources:**

- World History: Connection to Today, Prentice Hall

### **Social Studies**

#### **Western & Ancient Civilizations**

#### **Ancient Civilizations**

- Tools of Historians
  - Interpretations of History
  - The Dating Game
  - 12 vital dates
- Neolithic Revolution: How did the development of agriculture change life?
- How did geographic challenges lead to the development of city states in Mesopotamia?
- What are the characteristics of a civilization?
- What were the contributions of early civilizations in the Fertile Crescent?
  - Babylonians
  - Assyrians
  - Chaldeans
  - Phoenicians
  - Persians
- Identify and locate on a map the major geographic and historical features of the ancient Near East.
- Investigate ancient Egypt
  - Geography as a “gift of the Nile”
  - History of the Kingdoms
  - Aspects of Egyptian life and religion
  - Contributions to civilization
  - Identify and locate on a map the major geographic and historical features of ancient Egypt
- Ancient India: How did geography affect the development of civilization in India?
- Ancient China
  - How did geography affect ancient China?
  - What were the key contributions of ancient Chinese dynasties?

- How did Confucianism, Daoism and Legalism influence culture and politics in ancient China?

### **Classical Greece**

- How did geography influence the development of Greek city states?
- How did the Minoan civilization of Crete influence the culture of mainland Greece? Analyze Minoan and Mycenaean artifacts
- Analyze and create dramatic presentations from The Odyssey to learn about early Greek values
- How have Greek myths influenced modern language and art?
- How did democracy develop in ancient Greece?
  - Compare democracy in ancient Athens with democracy in modern America
- What bonds unified all Greeks?
- Compare and contrast Athens with Sparta
- Understand the causes, major battles and consequences of the Persian Wars.
- “Tour “ Athens during its Golden Age to examine daily life.
- Understand the causes of the Peloponnesian War and the consequential decline of Greece
- What was the impact of Alexander the Great on the ancient world?
- What were the achievements and contributions of ancient Greece to civilization?
- Create and present dramatic readings that answer the question Ancient Greece: map the major seas, land areas, city states and key battles

### **Classical Rome**

- How was Rome founded? (Myth and history).
- What were the characteristics and values of the Roman Republic?
- How was the Roman Republic governed and how did it change?
- How was Rome able to conquer Italy?
- How was Rome able to conquer Carthage during the Punic Wars?
- How did her conquest of the Mediterranean affect Rome?
- Discuss Julius Caesar and the change from a republic to an empire
- What were the reasons for the “fall of Rome”?
- Identify the Roman contributions to civilization
- Depict on a map the expansion of Rome at various stages.
- Examine the historical Jesus and the beginnings of Christianity.
- How did Christianity spread through the ancient world?

### **The Middle Ages**

- The “Dark Ages”: comprehend how the fall of Rome led to a restructuring of society in Western Europe.
- Examine the Church’s role, organization and activities
- What was life like in medieval manors and towns?
- How did the Byzantine Empire develop and form its own Church?
- Examine the Crusades
  - Map the spread of Islam
  - The major crusades and their consequences
- What events in Europe during the 13th and 14th centuries contributed to the decline of feudalism?

- Prepare a multimedia presentation on a topic relating to the Middle Ages

## **The Renaissance, Reformation and Exploration**

- The Renaissance
  - What changes in Europe led to the Renaissance?
  - Identify and compare ancient, medieval and Renaissance art to understand the rebirth of classical traditions.
  - “Tour” Florence to examine the advances made in art, architecture, engineering, painting, sculpture, math, science and commerce.
- The Reformation
  - Understand how Martin Luther’s beliefs brought him into conflict with the Catholic Church
  - Discuss the Spread of Protestantism
  - Understand how the Council of Trent and Catholic reformers changed the Church
  - What were the religious and political results associated with the Reformation
  - Depict on a map the religious differences in Europe
- Transformations in Europe: Which thinkers’ ideas transformed Europe and impacted the world today?

## **Age of Exploration**

- What factors led to European exploration?
- Investigate the Portuguese and Spanish voyages of discovery
- Understand the Spanish colonial empire in the New World

## **Contemporary American Society**

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Construct relevant research questions

#### **Information skills**

- Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions

#### **Conducting research**

- Select an appropriate method and conduct research to test predictions and begin to answer a research question

#### **Recording findings**

- Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods

### **Analysis**

#### **Identifying perspectives**

- Identify ideas and evidence from different perspectives within different sources, on a given topic

#### **Interpreting data**

- Explain how graphical or numerical data supports an argument

#### **Making connections**

- Explain causes of a local or global issue and consequences on others

#### **Solving problems**

- Suggest and justify different actions to make a positive difference to a national or global issue

### **Evaluation**

#### **Evaluating Sources**

- Evaluate sources, considering the author and purpose, recognising that some sources may be biased

#### **Evaluating arguments**

- Discuss the effectiveness of a source, making explicit reference to its development of an argument

### **Reflection**

#### **Personal contribution**

- Explain personal contribution to teamwork and identify targets for improvement

#### **Teamwork**

- Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome

#### **Personal viewpoints**

- Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives

#### **Personal learning**

- Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement

### **Collaboration**

#### **Cooperation and interdependence**

- The team assign roles and divide tasks fairly, considering skills of team members and time available, and work together to achieve a shared outcome

#### **Engaging in teamwork**

- The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems and encourage other team members to participate, when required

### **Communication**

#### **Communicating information**

- Present information and arguments clearly with some reasoning, referencing sources where appropriate

#### **Listening and responding**

- Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue

## Seventh Grade

The Seventh-Grade Social Studies curriculum is an overview of American History from the Colonial Era through World War II. Students read the text *The American Journey*, supplemented with lectures, classroom discussions, skits, videos, maps, and role-playing and collaborative learning experiences. The classroom experience includes online portions of *History Alive! The United States Through Modern Times*.

### Resources:

- TCI History Alive
- *The American Journey*

### Social Studies

#### American History

##### Colonial Era

- Who were the First Americans and how did they get here?
- Spanish exploration and colonization
- The English Colonies in North America
  - Impact of geography on development
  - Compare life in the New England, Middle and Southern colonies

##### The Revolutionary Era

- Understand how changes in British policies caused dissatisfaction among colonists.
- Read and analyze the Declaration of Independence
- Follow the major campaigns, events and personalities of the War for Independence.

##### Nation Building

- What were the weaknesses of the Articles of Confederation?
- What compromises emerged from the Constitutional Convention? Reenact the Convention and debate several issues
- Examine the Constitution including, separation of powers, checks and balances, federalism and the Bill of Rights

##### The New Nation

- Domestic Affairs
  - How did the differing visions of Thomas Jefferson and Alexander Hamilton led to the development of political parties?
  - How did John Marshall establish the principle of judicial review?
  - What were the effects of the women's rights movement?
- Foreign Affairs. How did Presidents deal with the following challenges?
  - Pirates.
  - Freedom of the seas and the War of 1812
  - Latin America and the Monroe Doctrine
- Westward Expansion/ Manifest Destiny
  - Louisiana Purchase and the Louis and Clark Expedition
  - Oregon Trail
  - Texas Independence

- War with Mexico
- California and Utah

### **Civil War**

- How did the North and South differ in terms of geography, population, economy and resources?
- What caused the Civil War ?
- What were the goals and strategies of the Union and Confederacy?
- Detail the campaigns of the Civil War.
- How did the war affect civilians and combatants?
- Reconstruction

### **Reshaping the Nation (1860-1914)**

- How did settlers and railroads change the West and affect American Indians?
- What was life like for immigrants who came to America in the early 1900s?
- Why and how did the US expand its influence onto the Pacific and Latin America?

### **The Turbulent Decades**

- World War I
  - Map the major battles and events of World War I
  - Consequences of World War I
- The 1920s: How did technology, transportation and social change affect American life?
- The Great Depression
  - Causes of the Great Depression
  - How did the Great Depression and New Deal impact American life?

### **World War II**

- Understand the origins of World War II
- The Expanding War
- Japan and the Road to Pearl Harbor
- War in the Mediterranean
- Recognize Stalingrad as the turning point on the Eastern Front
- Describe the Second Front
- The war in the Pacific
- Map the campaigns in the European, Mediterranean and Pacific Theaters

## **Global Perspectives**

### **Research**

#### **Constructing research questions**

- Construct relevant research questions

#### **Information skills**

- Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions

#### **Conducting research**

- Select an appropriate method and conduct research to test predictions and begin to answer a research question

#### **Recording findings**

- Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods

## Analysis

### Identifying perspectives

- Identify ideas and evidence from different perspectives within different sources, on a given topic

### Interpreting data

- Explain how graphical or numerical data supports an argument

### Making connections

- Explain causes of a local or global issue and consequences on others

### Solving problems

- Suggest and justify different actions to make a positive difference to a national or global issue

## Evaluation

### Evaluating Sources

- Evaluate sources, considering the author and purpose, recognising that some sources may be biased

### Evaluating arguments

- Discuss the effectiveness of a source, making explicit reference to its development of an argument

## Reflection

### Personal contribution

- Explain personal contribution to teamwork and identify targets for improvement

### Teamwork

- Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome

### Personal viewpoints

- Consider ways that personal perspective on an issue may have changed as a result of conducting research or exploring different perspectives

### Personal learning

- Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement

## Collaboration

### Cooperation and interdependence

- The team assign roles and divide tasks fairly, considering skills of team members and time available, and work together to achieve a shared outcome

### Engaging in teamwork

- The team member introduces useful ideas to help achieve a shared outcome and works positively to resolve conflict, solve problems and encourage other team members to participate, when required

## Communication

### **Communicating information**

- Present information and arguments clearly with some reasoning, referencing sources where appropriate

### **Listening and responding**

- Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue

## **Eighth Grade: Cambridge Human Geography**

Students receive a high school science credit upon the successful completion of this course.

### **Successful Cambridge Geography candidates develop lifelong skills, including:**

- an understanding of the processes which affect physical and human environments
- an understanding of location on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

### **Resources:**

- Introductory Physical Science

### **Social Studies**

#### **Theme 1: Population and settlement**

- Population dynamics
- Migration
- Population structure
- Population density and distribution
- Settlements (rural and urban) and service provision
- Urban settlements
- Urbanisation

#### **Theme 2: The natural environment**

- Earthquakes and volcanoes
- Rivers
- Coasts
- Weather
- Climate and natural vegetation

#### **Theme 3: Economic development**

- Development



- Food production
- Industry
- Tourism
- Energy
- Water
- Environmental risks of development

## Global Perspectives

### Research

#### Constructing research questions

- Construct a range of relevant research questions and identify the most appropriate one to follow up

#### Information skills

- Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions

#### Conducting research

- Select most suitable methods and conduct research to test predictions and answer a research question

#### Recording findings

- Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen

### Analysis

#### Identifying perspectives

- Identify perspectives and synthesise arguments and evidence from a range of sources on a given topic

#### Interpreting data

- Identify patterns and trends in graphical or numerical data in order to support an argument

#### Making connections

- Make some links between causes and consequences of an issue at personal, local and global levels

#### Solving problems

- Recommend an appropriate course of action and explain possible consequences for a national or global issue

### Evaluation

#### Evaluating sources

- Evaluate a range of sources, considering the author and purpose and how well they are supported by other sources, explaining why some may be biased

#### Evaluating arguments

- Evaluate the reasoning of an argument in a source, considering the structure and techniques used

## Reflection

### Personal contribution

- Explain personal contribution to teamwork and relate to own strengths and areas for improvement

### Teamwork

- Relate benefits and challenges of teamwork to personal experience of working together to achieve a shared outcome and identify targets for improvement

### Personal viewpoints

- Explain how personal perspective on an issue has changed as a result of conducting research and exploring different perspectives

### Personal learning

- Identify skills learned or improved during an activity and consider strategies for further development

## Collaboration

### Cooperation and interdependence

- The team assign roles and tasks with an appropriate rationale and respond flexibly when required to help each other achieve a shared outcome

### Engaging in teamwork

- The team member introduces useful ideas to help achieve a shared outcome, and works positively and sensitively to resolve conflict and solve problems, supporting and encouraging other team members to participate, when required

## Communication

### Communicating information

- Present coherent, well-reasoned and clearly structured arguments with detailed referencing of sources where appropriate

### Listening and responding

- Listen to ideas and information and offer well-judged contributions that shape the discussion and enhance understanding of the issue