

## Social Studies Grades 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Course Description

**Course Philosophy:** We believe we are to view History as the record of God’s creation in the development of man, civilizations, governments, economies, cultures, beliefs, and social and political systems. History should shed light on the hidden hand of God at work on our behalf, teach us lessons, and warn us of mistakes not to be repeated. We want to inspire students to be literate citizens with the knowledge, skill, passion, and civic values needed to become active and reflective participants with Christian values in the 21<sup>st</sup> century. Proverbs 4:1 “Listen my sons, to a Father’s instructions; pay attention and gain understanding.”

**Course Goals:** Students will be exposed to the lives of the people of the past through reading, discussion/debate, project-based learning, writing - emphasizing argumentative writing, but not limited to this category, dramatizations, and, on occasion, participating in an historical or cultural events and activities. They will see how the accumulation of many of the events of the past has helped shape the current world they live in. They will be inspired by the wisdom of some of the world’s greatest leaders and have opportunities to recreate and experience first-hand accounts of people from other time periods. When they can place themselves into a world of the past, it will come alive to them. Students will be understand how people groups throughout history participated in their society and their responsibilities as citizens of the United States.

**Time allotment:** 49 minutes per day, 5 days a week.

**Textbook:** 6<sup>th</sup> Grade: *Heritage Studies 6*, (Bob Jones); 7<sup>th</sup> Grade: *World Studies* (Bob Jones) and supplemented with *Across the Centuries*, (Houghton Mifflin); 8<sup>th</sup> Grade: *American Republic*, (Bob Jones)

Besides the Bob Jones curriculum, I draw many of my lessons from the following: the “Reading like an Historian” lessons from the Stanford History Education Group, and the History Project from University of California Irvine. Students will also be completing multiple Document-Based Question style essays each semester taken from high school Advanced Placement history courses. These lessons focus on inculcating historical research and analysis skills (sourcing, contextualization, corroboration, synthesis, etc) that are vital to understanding and practicing the subject. I am also assuring that all lessons are from a Christian worldview. Students will be required to analyze historical and current events from a Christian worldview as part of the historical process.

Links:

<http://sheg.stanford.edu/rh>

<http://www.dbqproject.com/>

<http://www.metmuseum.org/learn/educators/lesson-plans>

**Course content:** Students will study the development of people, throughout the world & history. The different grades will concentrate on the following:

6th Grade	7th Grade	8th Grade
Ancient History (Creation-Roman Empire)	World History (476 AD-present)	U.S. History (1492-present)
Origins of history Mesopotamia Egypt Israel Persia China India Greece Rome Mesoamerica	Origins of History Late Roman Empire Early Middle Ages Rise of Islam Medieval Africa Medieval Europe Renaissance Reformation Age of Science/Discovery Enlightenment 19th Century WW1, WW2, Cold War Contemporary	Origins of History Colonial Period Revolutionary America Civics Pre-Civil War Civil War and Reconstruction Progressivism and American Expansion WW1, WW2, Cold War Contemporary

**Areas to be evaluated:** Students will be evaluated and graded on class participation, homework, classroom assignments, projects, and quizzes/tests.

**Grading Categories**

- Classwork: 25%
- Homework: 25%
- Participation: 25%
- Assessments: 25%

**Additional Activities:** Students will be informed of off campus events and experiences such as museum exhibits and cultural experiences. There will also be field trips.

