

Grades 6-8 Social Studies Practices-- FSSD Syllabus for Social Studies

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01	Collect data and information from a variety of primary and secondary sources, including: ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources
SSP.02	Critically examine a primary or secondary source in order to: ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and bias ● Assess the strengths and limitations of arguments
SSP.03	Synthesize data from multiple sources in order to: ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation
SSP.04	Construct and communicate arguments citing supporting evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions
SSP.05	Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present
SSP.06	Develop a geographic awareness by: ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space

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Instructional pacing guides for English Language Arts, Mathematics, Science, and Social Studies are available online at the FSSD website, which conveys detailed information by quarter. Please access these instructional resources at *{put link here once it is ready}*.

1ST Quarter Standards/Objectives		
6.01	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Identify the meaning of time designations and abbreviations used by historians, including: • BC / BCE • AD / CE • Circa (c. or ca), decades, centuries
6.02	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: • Basic hunting weapons • Fire • Shelter • Tools
6.03	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Explain the impact of the Agricultural Revolution, including: • Barter economy • Food surpluses • Domestication of plants and animals • Labor specialization • Emergence of permanent • New sources of clothing and shelter
6.04	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Identify and explain the importance of the following key characteristics of civilizations: • Culture • Stable food supply • Government • Technology • Religion • Writing • Social structure
6.05	Ancient Mesopotamia: c. 3500-1700 BCE	Identify and locate geographical features of ancient Mesopotamia, including: • Black Sea • Persian Gulf • Euphrates River • Tigris River • Mediterranean Sea • Zagros Mountains
6.06	Ancient Mesopotamia: c. 3500-1700 BCE	Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
6.07	Ancient Mesopotamia: c. 3500-1700 BCE	Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture.
1ST Quarter Standards/Objectives (continued)		

C—Culture, E—Economics, G—Geography, H—History, P—Politics/Government, T—Tennessee TCA—Tennessee Code Annotated: These standards are legally required to be taught.

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6.08	Ancient Mesopotamia: c. 3500-1700 BCE	Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.
6.09	Ancient Mesopotamia: c. 3500-1700 BCE	Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire.
6.10	Ancient Mesopotamia: c. 3500-1700 BCE	Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.
6.11	Ancient Mesopotamia: c. 3500-1700 BCE	Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.
6.12	Ancient Mesopotamia: c. 3500-1700 BCE	Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice.
6.13	Ancient Egypt: c. 3000-700 BCE	Identify and locate geographical features of ancient Egypt, including: • Mediterranean Sea • Red Sea • Nile Delta • The regions of Upper and Lower Egypt • Nile River • The Sahara
6.14	Ancient Egypt: c. 3000-700 BCE	Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar.
6.15	Ancient Egypt: c. 3000-700 BCE	Explain the structure of ancient Egyptian society, including: • Relationships between groups of people • How social classes were organized by occupation • Positions of pharaohs as god/kings • Role of slaves
Topics covered: <i>{bullet topics here}</i> <ul style="list-style-type: none"> ● Time designations ● Hunter/Gatherers ● Agricultural Revolution ● Characteristics of Civilizations ● Geography of Mesopotamia ● Achievements of Mesopotamia ● Geography of Ancient Egypt ● Egyptian Society 		Major assignments: <ol style="list-style-type: none"> 1)Unit Common Assessments 2)Extended Activity or Projects 3)Additional reading and/or projects may be assigned for honors classes.

2nd Quarter Standards and Objectives

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6.16	Ancient Egypt: c. 3000-700 BCE	Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
6.17	Ancient Egypt: c. 3000-700 BCE	Analyze the impact of key figures from ancient Egypt, including: • Growth under the leadership of Queen Hatshepsut and her economic policies • Ramses the Great's military conquests leading to growth of the kingdom • Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt
6.18	Ancient Egypt: c. 3000-700 BCE	Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
6.19	Ancient Egypt: c. 3000-700 BCE	Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.
6.20	Ancient Israel: c. 2000-500 BCE	Identify and locate geographical features of ancient Israel, including: • Dead Sea • Mediterranean Sea • Jerusalem • Red Sea • Jordan River • Sinai Peninsula
6.21	Ancient Israel: c. 2000-500 BCE	Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.
6.22	Ancient Israel: c. 2000-500 BCE	Describe the origins and central features of Judaism: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility
6.23	Ancient Israel: c. 2000-500 BCE	Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.
6.24	Ancient Israel: c. 2000-500 BCE	Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.
6.25	Ancient India: c. 2500-400 BCE	Identify and locate geographical features of ancient India, including: • Ganges River • Indus River • Himalayan Mountains • Monsoon winds • Indian Ocean • Subcontinent of India
2nd Quarter Standards and Objectives (continued)		

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6.26	Ancient India: c. 2500-400 BCE	Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: • Architecture built with bricks • Arranging roads into a series of grid-systems • Sanitation and sewer systems
6.27	Ancient India: c. 2500-400 BCE	Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.
6.28	Ancient India: c. 2500-400 BCE	Describe the origins and central features of Hinduism: • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha
6.29	Ancient India: c. 2500-400 BCE	Describe the origins and central features of Buddhism: • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana
6.30	Ancient India: c. 2500-400 BCE	Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).
Topics covered: <i>{bullet topics here}</i> <ul style="list-style-type: none"> ● Egyptian Religion ● Achievements of Ancient Egypt ● Geography of Ancient Israel ● Movement of Ancient Israelites ● Origin of Judaism ● Kingdom of Israel ● Geography of Ancient India ● Harappan Civilization ● Achievements of Ancient India 		Major assignments: <ol style="list-style-type: none"> 1)Unit Common Assessments 2)Extended Activity or Projects 3)Additional reading and/or projects may be assigned for honors classes.
2nd Quarter Notes:		

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3rd Quarter Standards and Objectives		
6.31	Ancient China: c. 2500 BCE-200 CE	Identify and locate geographical features of ancient China, including: • Gobi Desert • Plateau of Tibet • Himalayan Mountains • Yangtze River • Pacific Ocean • Yellow River
6.32	Ancient China: c. 2500 BCE-200 CE	Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world.
6.33	Ancient China: c. 2500 BCE-200 CE	Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem.
6.34	Ancient China: c. 2500 BCE-200 CE	Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems.
6.35	Ancient China: c. 2500 BCE-200 CE	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.
6.36	Ancient China: c. 2500 BCE-200 CE	Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.
6.37	Ancient China: c. 2500 BCE-200 CE	Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.
6.38	Ancient China: c. 2500 BCE-200 CE	Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.
6.39	Ancient Greece: c. 800-300 BCE	Identify and locate geographical features of ancient Greece, including: • Asia Minor • Mediterranean Sea • Athens • Peloponnesian peninsula • Macedonia • Sparta
6.40	Ancient Greece: c. 800-300 BCE	Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.

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3rd Quarter Standards and Objectives (continued)		
6.41	Ancient Greece: c. 800-300 BCE	Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.
6.42	Ancient Greece: c. 800-300 BCE	Explain the basic concepts of direct democracy and oligarchy.
6.43	Ancient Greece: c. 800-300 BCE	Explain the characteristics of the major Greek city-states of Athens and Sparta, including: • Advantages of each geographic location • Status of women • Approaches to education • Styles of government • Practice of slavery
6.44	Ancient Greece: c. 800-300 BCE	Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.
6.45	Ancient Greece: c. 800-300 BCE	Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians.
6.46	Ancient Greece: c. 800-300 BCE	Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.
6.47	Ancient Greece: c. 800-300 BCE	Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks.
6.48	Ancient Greece: c. 800-300 BCE	Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.
6.49	Ancient Greece: c. 800-300 BCE	Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.
6.50	Ancient Greece: c. 800-300 BCE	Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.

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3rd Quarter Standards and Objectives (continued)

Topics covered: *{bullet topics here}*

- Geography of Ancient China
- Government of Ancient China
- Chinese Dynasties
- Achievements of Ancient China
- Geography of Ancient Greece
- Greek City-States
- Governments of Ancient Greece
- Athens and Sparta
- Citizenship in Ancient Greece
- Persian Wars
- Peloponnesian Wars
- Alexander the Great
- Greek Religion
- Greek Culture

Major assignments:

- 1)Unit Common Assessments
- 2)Extended Activity or Projects
- 3)Additional reading and/or projects may be assigned for honors classes.

3rd Quarter Notes:

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4th Quarter Standards and Objectives		
6.52	Ancient Rome: c. 500 BCE-500 CE	Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
6.53	Ancient Rome: c. 500 BCE-500 CE	Describe the government of the Roman Republic, including: • Branches of government • Representative democracy • Checks and balances • The rule of law and the Twelve Tables • Civic participation
6.54	Ancient Rome: c. 500 BCE-500 CE	Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.
6.55	Ancient Rome: c. 500 BCE-500 CE	Describe the characteristics of Julius Caesar’s rule, including: • Leadership in the military • Popularity amongst plebeians • Role as dictator for life • Assassination
6.56	Ancient Rome: c. 500 BCE-500 CE	Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.
6.57	Ancient Rome: c. 500 BCE-500 CE	Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: • Aqueducts • Domes • Arches • Roads • Bridges • Sanitation • The Colosseum
6.58	Ancient Rome: c. 500 BCE-500 CE	Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.
6.59	Ancient Rome: c. 500 BCE-500 CE	Describe the origins and central features of Christianity: • Key Person(s) Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah
6.60	Ancient Rome: c. 500 BCE-500 CE	Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.

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4 th Quarter Standards and Objectives (continued)		
6.61	Ancient Rome: c. 500 BCE-500 CE	Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine.
6.62	Ancient Rome: c. 500 BCE-500 CE	Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.
Topics covered: <i>{bullet topics here}</i> <ul style="list-style-type: none"> ● Geography of Ancient Rome ● The Roman Republic ● The Roman Empire ● Pax Romana ● Roman Achievements ● Roman Religion ● Division of the Roman Empire ● The Fall of the Western Roman Empire 		Major assignments: <ol style="list-style-type: none"> 1)Unit Common Assessments 2)Extended Activity or Projects 3)Additional reading and/or projects may be assigned for honors classes.
4th Quarter Notes:		

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Procedures for Parental Access for Instructional Materials:

1) Many instructional materials can be accessed digitally via the FSSD website (fssd.org) using your student's unique username and password.

a. [Student Resources](#) : FSSD website > Parents & Students > Parent Information > Online Resources > Student

b. [Parent Resources](#): FSSD website > Parents & Students > Parent Information > Online Resources > Parent

2) If additional information is needed regarding instructional materials, a written request may be submitted to your child's teacher. Instructional material review is included in Board Policy 4.400.