



Social Studies Curriculum Matrix
Grades 6-8
2019-2020

Grade 6

Unit Title	Source	Benchmark	Unit Essential Question	Geog Standard 1 Regional Emphasis	Unit Time Frame
1-Humans Interact with the Environment	DOE Model Unit	Geography 2a	<ul style="list-style-type: none"> • How do Earth's physical processes shape the surface of earth? • How do physical processes affect human activity? • How can we use knowledge of cycles and systems to predict environmental hazards? • How can geographic principles help us make decisions about projects and problems? 	Asia (including Pacific World)	Marking Period 1
2-Cultural Patterns and Diffusion	Modified DOE Model Unit	Geography 3a	<ul style="list-style-type: none"> • What makes a place culturally unique? • Under what conditions do cultures spread? 	N/A; unit is in context of Asian examples	Marking Period 2
3-Reasons for Regions	DOE Model Unit	Geography 4a	<ul style="list-style-type: none"> ▪ To what degree are economic regions specialized? ▪ What's "special" about a given region and how could it change? 	South America	Marking Period 2

GATEWAY LAB SCHOOL

4-Purposes and Powers of Government	Modified DOE Model Unit	Civics 1a	<ul style="list-style-type: none"> • Why do we have government? • What needs does government address? • Why does the government need power? 	Ancient Civilizations of N. Africa, SW Asia, and Ancient China.	Marking Period 3
5-Economic Systems	DOE Model Unit	Economics 3	<ul style="list-style-type: none"> • How are decisions about the production and distribution of goods and services dependent upon cultural values, availability and quality of resources, and the extent and use of technology? • How does a society's economic system impact its standard of living? 	None required	Marking Period 4

Grade 7

Unit Title	Source	Benchmark	Unit Essential Question	Geog Standard 1 Regional Emphasis	Unit Time Frame
1-Historical Research	Misc. Activities based off DOE Model Unit	History 1, 2a/b	<ul style="list-style-type: none"> How do historians use a variety of sources to draw conclusions about historical events? 	None required, though a review of Gr. 6 focus regions would be acceptable	Marking Period 1
2-Project Citizen	Modified DOE Model Unit	Civics 3a/4a	<ul style="list-style-type: none"> How can citizens influence the public policymaking process? How can a citizen persuade a policymaker to adopt a public policy problem? 	North America (USA, Canada)	Marking Period 2
3-Expansion of Freedom	DOE Model Unit	Civics 2a	<ul style="list-style-type: none"> How might the majority threaten individual and minority rights? Why are citizens protected by the Constitution? Should individual rights be limited? 	Africa	Marking Period 2
4-Why Trade?	DOE Model Unit	Economics 4	<ul style="list-style-type: none"> Why do individuals and countries trade? Why do individuals and businesses within a country specialize? Why and when might a government make rules for trade? How do government policies impact consumers and producers? 	Central America (including Caribbean)	Marking Period 3

GATEWAY LAB SCHOOL

5-Partitions and Partnerships	DOE Model Unit	Geography 4b	<ul style="list-style-type: none"> • To what extent is territory an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups? • How might territorial identity and claims on land change over time? 	Europe and Middle East (SW Asia)	Marking Period 4
6-Green Cities	DOE Model Unit	Geography 3b	<ul style="list-style-type: none"> • What physical and human features make a place culturally unique? • How do people of different cultures differ in their land use? 	None required	Marking Period 4

Grade 8

Unit Title	Source	Benchmark	Unit Essential Question	Content References	Unit Time Frame
1-Thinking Like a Historian: The Colonial Period	Misc. Materials aligned to SLM	Hist 2a/b, Hist 3a, Geog 1	-How might thinking like a historian help students draw credible conclusions about the Colonial period?	-How to think historically -Exploration and European Colonization -Thirteen English Colonies (Economic, Political, and Social) -Crisis in the Colonies: colonial conflict	Marking Period 1
2-Defining Liberty: Revolution and the Constitution	Misc. Materials aligned to SLM	Civics 1b, 2b, History 1a, Civics 3b, Geog 1	-How can informed and active citizens help to create a well-governed society? -How does the government provide for the basic needs of its citizens? -How are our country's principles and ideals reflected in the Declaration of Independence, Constitution, and other state papers?	-Declaring independence and the American Revolution -Creating an Early Republic -Government, Citizenship, and the Constitution	Marking Period 2
3-Historical Interpretation of the Early Republic	Misc. Materials aligned to SLM	Hist 3, Geog 1	-Why might historians disagree about the same historical event?	-Launching the new government: the early presidencies and challenges faced -Jeffersonian America	Marking Period 3
4-Economic and Social Change: The Antebellum Period	DOE Model Units (How Markets	Econ 1a, 2a, and Geog 1	-How do decisions that are made by consumers, producers, and government agencies impact the	-Early nation grows and prospers -Jacksonian Era	Marking Period 3 5

GATEWAY LAB SCHOOL

	Work; Money, Banking, Taxes)		economy and standard of living in a society?	-Culture of the North and South -Age of Reform	
5-Era of Western Expansion	Misc. Materials aligned to SLM	History 1a, Geog 1	-How might new experiences, ideas, and interactions change one's view of the United States	-Louisiana Purchase -Lewis and Clark -Westward Expansion	Marking Period 4
6-Division and Reunion	Misc. Materials aligned to SLM	Hist 2b, Geog 1	-How might thinking like a historian help us draw credible conclusions about how sectionalism between northern and southern states resulted in the Civil War?	-Slavery Divides the Nation -The Civil War -Reconstruction and the Changing South	Marking Period 4