



## Expected Schoolwide Learning Results

### E – Effective Communicators

Students are able to communicate effectively in both oral and written language. *They will...*

- Read with comprehension and literary analysis skills
- Write with clarity, creativity and power
- Speak with poise and command of language

### A – Academically Successful

Students will possess learning skills which enable them to achieve academic success. *They will...*

- Strive to reach their God-given potential
- Develop research and organizational skills
- View learning as a life-long process

### G – Greater Appreciation for the Arts and Cultural Diversity

Students are healthy and well-rounded individuals. *They will...*

- Develop an understanding and appreciation of diverse cultures and opinions
- Develop an understanding and appreciation of the arts
- Develop positive habits of good nutrition and physical fitness

### L – Lovers of God

Students will have knowledge of Christ, which leads to personal salvation and a discerning lifestyle that *honors God*. *They will...*

- Develop an understanding of the Bible and Christian world-view
- Successfully integrate Christian ideals into their lives
- Recognize their personal value and giftedness

### E – Effective Users of Technology

Students will have the computer and technology skills needed for success in the 21st Century. *They will...*

- Demonstrate competency in the use of the computer and technology
- Advance their achievement using the Internet and other technology resources
- Demonstrate high standards of ethics in the use of technology

### S – Skilled Thinkers and Problem Solvers

Students are complex thinkers with creative problem solving abilities. *They will...*

- Be able to compare, analyze and evaluate effectively
- Transfer learned skills to new situations
- Use logical and effective decision making skills

## Philosophy

Social Studies is the study of humanity's past and its road to the future, as well as God's divine intervention into the lives of His creation. Social Studies is an examination of our place in society and how we remember the events that have shaped our world.

## Research/Projects

Eighth graders will use knowledge gained in class to create a government for a fictitious country. They will explain how the government works, as well as describe the rights and responsibilities of its citizenry.

Seventh graders will work in groups to research and present a written and oral report on a selected civilization.

## Homework

Homework is a vital part of the learning process. Assignments are designed to extend or reinforce concepts learned in class. Students should expect regular reading, comprehension, and geography assignments.

## Electives Supporting History

**Geography** – Get a jump on high school geography. Students will gain a visual understanding of our world, including the location of important land formations, countries and capitals. They will learn more about different cultures and some valuable world travel tips.

**Logic and Rhetoric** – Have you ever watched a commercial, heard someone debate, or read an argument and knew it didn't make sense? In this class, students will learn how to identify "logical fallacies." Don't confuse a silly argument with an intelligent debate; learn the difference while developing critical thinking skills.

## Outdoor Education

After spending the year learning about the history of the United States, eighth graders will take a trip visiting historical sites in Washington D.C., Philadelphia, and New York City.

# Foothill Christian School



## Junior High History Curriculum Overview



FOOTHILL  
CHRISTIAN SCHOOL

### Decidedly Academic. Distinctively Christian.

The mission of Foothill Christian School is to provide families with a Christ-centered, biblically-directed education which encourages the development of a personal relationship with God and which instills the vision and practice of excellence in academics, character and service to God and others.



## Analysis Skills

### Chronological and Spatial Thinking

- ✚ Explain how major events are related to one another in time
- ✚ Construct various time lines of key events, people, and periods of the historical era being studied
- ✚ Use a variety of maps and documents to identify physical and cultural features and explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems

### Research, Evidence, and Point of View

- ✚ Frame questions that can be answered by historical study and research
- ✚ Distinguish fact from opinion in historical narratives and stories
- ✚ Distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories
- ✚ Assess the credibility of primary and secondary sources and draw sound conclusions from them
- ✚ Detect different historical points of view

### Historical Interpretation

- ✚ Explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- ✚ Understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations
- ✚ Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns
- ✚ Recognize the role of chance, oversight, and error in history
- ✚ Recognize that interpretations of history are subject to change as new information is uncovered
- ✚ Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues

## Grade 7

- ✚ Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire
- ✚ Analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages
- ✚ Analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages
- ✚ Analyze the geographic, political, economic, religious, and social structures of sub-Saharan civilizations of Ghana and Mali in Medieval Africa
- ✚ Analyze the geographic, political, economic, religious, and social structures of the civilizations Medieval Japan
- ✚ Analyze the geographic, political, economic, religious, and social structures of the civilizations Medieval Europe
- ✚ Analyze the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations
- ✚ Analyze the origins, accomplishments, and geographic diffusion of the Renaissance
- ✚ Analyze the historical developments of the Reformation
- ✚ Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions
- ✚ Analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason)
- ✚ Develop historical essays, building from one paragraph to five paragraphs

## Grade 8

- ✚ Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy
- ✚ Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government
- ✚ Understand the foundation of the American political system and the ways in which citizens participate in it
- ✚ Analyze the aspirations and ideals of the people of the new nation
- ✚ Analyze U.S. foreign policy in the early Republic
- ✚ Analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast
- ✚ Analyze the divergent paths of the American people in the South and West from 1800 to the mid-1800s and the challenges they faced
- ✚ Analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence
- ✚ Analyze the multiple causes, key events, and complex consequences of the Civil War
- ✚ Analyze the character and lasting consequences of Reconstruction
- ✚ Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution
- ✚ Develop historical essays, building from one paragraph to five paragraphs