

<b>6th Grade</b>		
Content: (EQs, EUs, and content)	Skills:	Concepts:
<p><b>I. Geography:</b> What is our world? How is it shaped? landforms, waterways, continents, directions, climate, terrain and vegetation</p> <p><b>II. Early Human Societies:</b> hunter gatherers-farming-city states-civilization</p> <p><b>III. Mesopotamia:</b> What makes a civilization? Where and why did civilizations develop?</p> <p><b>IV. Egypt:</b> How do people organize to sustain trade? What does Social Structure do for a civilization? Why do Social Structures exist?</p> <p><b>VI. India:</b> Buddhism and Hinduism, we create stories, ideas and explanations to satisfy the questions we come up with, How does religion push possibility?</p> <p><b>V. China:</b> Possibility= expansion= conflict, growth of technology, bureaucracy</p> <p><b>VI. Greece:</b> TBA</p> <p><b>VII. Final Unit:</b> High: Create your own civilization, Mid: Rome, Low: Revisit an old unit with a new angle</p>	<ul style="list-style-type: none"> <li>- Geography (continents, map reading skills, vocabulary)</li> <li>- Writing: Taking notes (outline, boxes and bullets), essay responses: research, analytical, persuasive, creative (monologues, artifacts, journals), sequence (timelining)</li> <li>- Reading: PARC “Pre-view/Predict, Ask: What is this teaching me?, Read, Correct,” text supports (glossary, index, headings, etc.), vocabulary, chunking, paraphrasing</li> <li>- Critical Thinking: point of view, connections, cause and effect of development, compare and contrast civilizations</li> </ul>	<ul style="list-style-type: none"> <li>- Stable Food supply/surplus</li> <li>- Government</li> <li>- Social Structure</li> <li>- Religion</li> <li>- Technology</li> <li>- Trade/Stability</li> <li>- Steps to a civilization</li> </ul>

<b>7<sup>th</sup> Grade</b>		
Content	Skills	Concepts:
<p><b>I. Native America:</b> tribes of North and South America, effects of environment on culture</p> <p><b>II. Medieval Europe:</b> causes leading to exploration and need to relocate to New World</p>	<ul style="list-style-type: none"> <li>- Geography: Maps – Europe (countries) and the United States (states and capitals)</li> <li>- Reading: chunking, paraphrasing, highlighting, main idea and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>- Historiography</li> <li>- Culture Clash</li> <li>- Cultural Superiority</li> <li>- Ignorance breeds hostility and insolation</li> <li>- Effects of literacy on world history</li> </ul>

<p><b>III. European Exploration:</b> the “discoveries” of new lands  <b>IV. Colonization:</b> Spanish and English, Rediscovering Columbus  <b>V. American Revolution</b>  <b>VI. Constitution Works</b>  <b>VII. Westward Exploration</b>  <b>VIII. Slavery and the Civil War</b></p>	<ul style="list-style-type: none"> <li>- Writing: analytic writing, journaling, Cornell style notes</li> <li>- Analyzing Evidence: primary sources (images and text), choosing strong evidence to support ideas</li> <li>- Critical Thinking: making observations and inferences, infer time period based on identifying details (technology, language, ideas, clothing recognizing cause and effect, finding significance in the sequence of historical events, understanding the validity of multiple points of view, determining the points of view that drive historical accounts</li> </ul>	<ul style="list-style-type: none"> <li>- Hypocrisy in the New World</li> <li>- Rights and Responsibilities of Citizens and Government</li> <li>- Freedom v. Security</li> <li>- Manifest Destiny</li> <li>- Liberty For All?</li> </ul>
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<b>8<sup>th</sup> Grade</b>		
Content:	Skills:	Concepts:
<p><b>I. Immigration</b>  <b>II. Industrialization</b>  <b>III. Big Business/ Progressive Era:</b> Monopolies and Movements, free market economy  <b>IV. The Great Depression:</b> Dust Bowl, Economic Crash  <b>V. American Foreign Policy:</b> Imperialism, World I, World War II (Holocaust, Hiroshima)  <b>VIII. Civil Rights</b>  <b>IX. Cold War</b></p>	<ul style="list-style-type: none"> <li>- Reading: Reintroduced and reinforced, vocabulary work on “ISMs” – how to understand abstract concepts and ideas, independent research – reading non-fiction independently; non-fiction based book clubs</li> <li>- Writing: research papers, persuasive, analytic</li> <li>- Critical Thinking: Recognizing patterns, extrapolating and generalizing into order to draw conclusions, analyzing and evaluating sources/evidence, developing discussion questions for history based texts</li> </ul>	<ul style="list-style-type: none"> <li>- Push/Pull factors</li> <li>- Systems/agencies of change (top down/bottom up)</li> <li>- Freedom v. Equality</li> <li>- “ISMs”</li> <li>- Propoganda</li> <li>- Foreign Policy: political, humanitarian, economic, security, religious</li> <li>- Perpetrator, bystander, ally</li> <li>- Power in America</li> </ul>