

Social Studies

6 th Grade LA/SS Block		
<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
<p>Standards:</p> <p>6.11 Distinguish among different types of maps and use them to analyze issues. 6.12 Collect and analyze data to describe regions. 6.13 Classify and analyze the types of connections between places. 6.14 Identify physical features and explain their effects on people and events. 6.15 Explain how people have adapted to or changed the physical environment. 6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.</p>		
<p>Themes: •Personal Identity •Racial Profiling •Empathy</p> <p>Units: •Reading Personal Narrative •Reading Poetry •Analyzing Literature •Presentation</p> <p>Tasks: •Character Analysis •Personal Reflection •Letter Writing •Poem Writing</p> <p>Primary Texts: •The Misfits •Bully</p>	<p>Themes: •Racism in History •Personal Freedom •Subjugation •Child Labor</p> <p>Units: •Reading Creative Nonfiction •Historical Fiction, & Nonfiction •Research and Analytical Writing •Biomes •Geography</p> <p>Tasks: •Text comparison •Marking texts •Found Poem •Synthesis Essay Writing •Narrative writing including Bonus Scene SIW and a Persuasive Performance</p> <p>Primary Texts: • The Well •The Ethics of Living Jim Crow •Stones in Water</p>	<p>Themes: •Technology in Society •Freedom vs. Security •Dependence vs. Independence •Utopia/Dystopia •Internal/External Loci of Control •Utilitarianism •Equality/Conformity//Tradition/Community</p> <p>Units: •Reading Science Fiction •Presentation •Research and Analytical Writing •Geography</p> <p>Tasks: •Reading journal •Praise Poem writing</p> <p>Primary Texts: •The Ear, The Eye, & The Arm •The Giver</p>
7 th Grade		
<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
<p>Power Standards:</p> <p>6.14: Identify physical features of the Western Hemisphere and explain their effects on people and events. 6.15: Explain how people have adapted to or changed the physical environment in the Western Hemisphere. 6.16: Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere. 7.10: Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere. 7.11: Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy. 7.12: Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere. 7.13: Describe the historical and current physical, cultural, and economic characteristics of eco-regions. 7.14: Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.</p>		

<p><u>Essential Question:</u> What is “culture” and how do I see illustrations/examples in my own culture?</p> <p><u>Unit:</u> •What is culture? •How does my culture impact how I see other cultures?</p> <p><u>Performance Tasks:</u> •Elements of Culture •Cultural commonalities •Cornell Notes •Cultural continuity •Illustrations/examples of culture</p>	<p><u>Essential Question:</u> What is “civilization”? How do we see this practiced throughout history and around the world?</p> <p><u>Units:</u> •Mesoamerican •South American Civilizations</p> <p><u>Performance Tasks:</u> •Elements of Culture •Cultural commonalities •Cornell Notes •Cultural continuity •Illustrations/examples of culture</p>	<p><u>Essential Question:</u> What is “civilization”? How do we see this practiced throughout history and around the world?</p> <p><u>Units:</u> •West Africa •India •Ancient Greece •Ancient Rome •Muslim Empire</p> <p><u>Performance Tasks:</u> •Elements of Culture •Cultural commonalities •Cornell Notes •Cultural continuity •Illustrations/examples of culture</p>
--	--	---

8th Grade

<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
<p><u>Units:</u> Native Americans , European Colonial Settlements</p> <p><u>Power Standards:</u> 8.4: Evaluate the ipact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time. 8.6: Use and interpret documents and other relevant primary and secondary sources pertaining to US History from multiple perspectives. 8.7: Analyze evidence from multiple sources including those with conflicting accounts about specific events in US History. 8.10 Interpret maps to identify growth and development of the United States. 8.25: Critique data for point of view, historical context, distortion, or propaganda and relevance.</p>	<p><u>Units:</u> Pre-American Revolution, American Revolution, Government</p> <p><u>Power Standards:</u> 8.1: Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, and nations. 8.5: Analyze the causes as outlined in the Declaration of Independence and examine the major American and British leaders, key events, international support, and consequences of the American Revolution. 8.14: Explain the rights and responsibilities of citizens 8.18: Examine and analyze important US documents 8.21: Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in the documents such as the Declaration of Independence. 8.26: Examine a controversial event, issue, or problem with more than one perspective. 8.27: Examine the various characteristics, causes, and effects of an event, issue, or problem.</p>	<p><u>Units:</u> Westward Expansion, Civil War</p> <p><u>Power Standards:</u> 8.2: Evaluate continuity and change over the course of US history. 8.3: Examine social, political, and economic factors that caused westward expansion. 8.10: Interpret maps to identify the growth and development of the United States. 8.12: Investigate how differing geographic perspectives apply to issues in US history. 8.26: Examine a controversial event, issue, or problem from more than one perspective.</p> <p><u>Performance Tasks:</u> Indian Removal Act Analysis Essay Civil War Heroes Project</p>

<p>8.26 Examine a controversial event, issue, or problem from more than one perspective.</p> <p>Performance Tasks: Cultural Regions/Native American Project, Columbus/Textbook Critical Analysis, Jamestown Fake Social Media Project, 13 Colonies Song Project, 13 Colonies Map Assignment and Assessment</p>	<p>Performance Tasks: The Queen/King's M&M simulation, Soldier Comparison, Re-writing the Declaration of Independence, Unit Test, Articles of Confederation Simulation, US Constitution Unit Test, Reparations Persuasive Essay</p>	
---	--	--