

Subject: Humanities 2021-2022 Scope and Sequence (What we will cover this school year)

	September	October	November/December	January	February	March	April	May/June
6	<p><b>Western Hemisphere: Earliest Civilizations</b> Students will investigate the earliest known civilizations in the Western Hemisphere with a focus on the elements of culture, history, key people, political systems, economic development, and geography.</p> <p><b>Literacy and Writing</b> Students will determine what various texts explicitly say and make inferences from the texts and interpret words and phrases, write narratives to develop real or imagined experiences or events using effective technique well-chosen details and well-structured event sequences, and writing routinely over extended time frames throughout the year starting with shorter time frames and building up to longer time frames.</p>	<p><b>Mayan Civilization</b> Students will investigate the Mayan civilization with a focus on the elements of culture, history, key people, political systems, economic development, and geography.</p> <p><b>Literacy and Writing</b> Students will determine the central ideas/themes of various texts, summarize key supporting details and ideas, write arguments to support claims in an analysis of substantive topics or texts, demonstrate command of the conventions of the English grammar, usage, spelling, capitalization, and punctuation when writing or speaking, and prepare for and participate effectively in a range of conversations and collaborations.</p>	<p><b>Incan Civilization</b> Students will investigate the Incan civilization with a focus on the elements of culture, history, key people, political systems, economic development, and geography.</p> <p><b>Literacy and Writing</b> Students will cite specific textual evidence when writing or speaking, analyze the structure of texts and how the various parts relate to each other, develop and strengthen writing through planning, revising, editing, rewriting, and/or trying a new approach, conduct research projects of varying length, determine meaning of unknown words/phrases using context clues, and evaluate a speaker's point of view, reasoning, and use of evidence.</p>	<p><b>Aztec Civilization</b> Students will investigate the Aztec civilization with a focus on the elements of culture, history, key people, political systems, economic development, and geography.</p> <p><b>Literacy and Writing</b> Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis, demonstrate understand of figurative language, word relationships and nuances in word meanings, and integrate and evaluate information presented in diverse media and formats.</p>	<p><b>Worlds Collide</b> Students will research changes to the indigenous cultures after explorers and colonizers arrived in the Western Hemisphere. They will analyze the role the Columbian Exchange played in the changes to the Western Hemisphere and the global economy.</p> <p><b>Literacy and Writing</b> Students will assess how point of view of purpose shapes the content and style of a text, demonstrate understanding of a subject under investigation, acquire and use accurately a range of general academic and domain-specific words and phrases, integrate and evaluate information presented in diverse media and formats, present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p><b>Colonial System</b> Students will compare and contrast the different colonies in Latin America with an emphasis on the daily lives of the people living in the colonies.</p> <p><b>Literacy and Writing</b> Students will integrate and evaluate content presented in diverse media and formats, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression, and make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><b>Independence Movements</b> Students will analyze the various independence movements and revolutions that occurred throughout Latin America.</p> <p><b>Literacy and Writing</b> Students will delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence, analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, produce clear and coherent writing in which development, organization and style are appropriate to task, purpose, and audience, draw evidence from literary or informational texts to support analysis, reflection, and research, analyze meaningful word parts, and consult general and specialized reference materials, as appropriate, and build on others' ideas and express their own clearly and persuasively while participating in a range of conversations and collaborations.</p>	<p><b>Latin America: Present Day</b> Students will describe the current forms of government and investigate current issues and how they relate to other countries, including the United States.</p> <p><b>Literacy and Writing</b> Students will read and comprehend complex literary and informational texts independently and proficiently, use technology, including the internet, to produce and publish writing and to interact and collaborate with others, be proficient at writing for a variety of time frames, tasks, purposes, and audiences, apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
7	<p><b>Eastern Hemisphere: Ancient Civilizations and the Fall of Rome</b> Ancient Civilizations in the Eastern Hemisphere. Fall of Rome and the rise of the Dark Ages: Investigate how life changes for the citizens of the Roman Empire as the empire ends.</p> <p><b>Literacy/Writing</b> Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>African Empires and Civilizations</b> Students will analyze the importance of trade routes and how they lead to the rise of cultural centers and cities in Africa, describe and compare the beliefs, the spread, and the influence of religions throughout Africa.</p> <p><b>Literacy/Writing</b> Students will write a research paper, with attention to: asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting, accurately when taking notes defining a thesis, organizing with an outline, integrating quotations from sources, acknowledging sources and avoiding plagiarism, preparing a bibliography</p>	<p><b>Asian Empires and Civilizations</b> Students will analyze the importance of trade routes and how they lead to the rise of cultural centers and cities in Asia.</p> <p><b>Literacy/Writing</b> Students will write informative essays and compare and contrast essays to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>Eastern European Civilizations</b> Students will analyze the importance of trade routes and how they lead to the rise of cultural centers and cities in Eastern Europe, describe and compare the beliefs, the spread, and the influence of religions throughout Europe, and the impact the rise of the Holy Roman Empire has on civilizations.</p> <p><b>Literacy/Writing</b> Students will prepare a speech/presentation that contains claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>Western European Civilizations</b> Students will analyze the importance of trade routes and how they lead to the rise of cultural centers and cities in Western Europe, describe and compare the beliefs, the spread, and the influence of religions throughout Europe, and the impact the rise of the Holy Roman Empire has on civilizations, and analyze the historical importance of the Crusades and the impact the Crusades had on the people of the Eastern Hemisphere.</p> <p><b>Literacy/Writing</b> Students will write a persuasive essay with arguments to support claims with clear reasons and relevant evidence while focusing on writing conventions of spelling, grammar, punctuation, and word usage.</p>	<p><b>Exploration and Imperialism</b> Students will analyze the motives for exploration and conquest by European nations and the impact on Asia, Africa, and the Americas.</p> <p><b>Literacy/Writing</b> Students will analyze literature with a focus on how its form can contribute to its meaning, compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><b>Empires Collapse</b> Students will analyze the motivations for independence movements and revolution around the world and the impact on the Eastern Hemisphere.</p> <p><b>Literacy/Writing</b> Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, and write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>Modern Day Issues in a Global World</b> Students will compare and contrast issues from the past with modern day issues, investigate connections between them, and analyze types of government in the modern world.</p> <p><b>Literacy/Writing</b> Students will, by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, and use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events in their writing.</p>
8	<p><b>Building a Nation</b> Analyze the origins of the conflict between the 13 Colonies and Great Britain that lead to the Revolutionary War. Analyze the Declaration of Independence.</p> <p><b>Literacy/Writing</b> Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; use standard conventions of grammar, spelling, punctuation.</p>	<p><b>Becoming an Independent Nation</b> Examine the major American and British leaders, key events, international support, and consequences and benefits of the American Revolution and how it impacted various groups of people, analyze key people and the creation of the Constitution. Analyze changes to the document throughout its history.</p> <p><b>Literacy/Writing</b> Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>An Expanding Nation</b> Examine the social, political, and economic factors that caused Westward Expansion and the consequences this expansion had on marginalized groups of people, including, but not limited to, the indigenous people of the United States.</p> <p><b>Literacy/Writing</b> Students will compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>Industrial Revolution</b> Industrial Revolution and the impact it had on US society and its economy and its larger role in the world.</p> <p><b>Literacy/Writing</b> Students will produce a research paper; conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Slavery and Abolitionist Movement</b> Students will analyze the system of slavery in the United States, the Abolitionist Movement, the methods that enslaved people used to resist, and the fight to end slavery in the US.</p> <p><b>Literacy/Writing</b> Students will write a persuasive essay containing arguments to support claims with clear reasons and relevant evidence; produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Civil War</b> Causes, major battles, lasting impact of the war. African American experience before and after the Emancipation Proclamation.</p> <p><b>Literacy/Writing</b> Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Reconstruction</b> Process of recovering from the war and the changes to society in the South. Lasting conflict from the war and the lasting impact the policies from this time period have on the United States.</p> <p><b>Literacy/Writing</b> Students will determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>The United States: Present Day</b> Students will examine the modern issues facing the United States and analyze the causes to determine possible solutions.</p> <p><b>Literacy/Writing</b> Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>