

Power of Change: 6th Grade Humanities-For the Thrill of it All										
	September	October	November	December	January	February	March	April	May	June
	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 2: Responding to Change	Trimester 2: Responding to Change		Trimester 2: Responding to Change Start Trimester 3: Widespread Changes	Trimester 3: Widespread Impacts and Changes		
Unit Theme/ Trimester Focus	Identifying change in the individual and the catalysts that contribute to change. Big idea: the power of perspective to identify and capture experiences and emotions.			Recognizing the agency that individuals have to respond to changes in their environment. Big idea: how heroes realize and cope with the agency they have.		Exploring impacts on a wider scale. Big idea is how the lives and experiences of people who have been through a shared experience can influence our actions.				
Reading Materials	Amplify Unit: Dahl & Narrative <i>Boy: Tales of Childhood</i> by Roald Dahl with other excerpts. Non-Fiction articles to support	Amplify Mini Unit Mysteries and Investigations	Amplify Unit: Chocolate Collection		Amplify Mini-Unit- The Greeks	Amplify Unit: Summer of the Mariposas	Amplify Unit- The Titanic Collection			
Literacy Objective	Making observations about narrative and analytical writing structures.	Assess the credibility of evidence used to support conclusions	Identify and compare and contrast different authors' purposes and perspectives		Analyze connections between symbols, characters and themes in written work.	Trace a character's arc between the beginning of a novel to the end.	Compare, contrast and synthesize different perspectives on a single event.			
Writing	Understand the components of CER- Claim, Evidence, Reasoning. Write strong and engaging claims that are supported with evidence. Narrative writing using dialogue, details and description to bring a moment to life.	Identify a trait is useful to problem-solving investigators and craft a written argument to support that claim with evidence from multiple texts.	Independent research is introduced and synthesis of information from several sources to develop an argument.		Literary analysis skills from the beginning of the year expanded. Tracking and writing about the development of a shared theme in two texts.	Students craft a detailed argument to analyze how a character traits assist a heroic character on their journey by synthesizing and selecting appropriate textual evidence to support their claims at every step of the way.	Develop an engaging question, conduct independent research and create an expansive multimedia project to relay results of research.			
Social Studies Connections	5 Themes of Geography	Explore mysteries of Olmec, Maya and Inca civilizations and identify the changes that moved their political systems, economic development and geography in the region.			Aztec Civilizations: In-depth look at the culture, history, key people, political systems, economic development, and geography. Analyze changes after explorers and colonizers arrive in Western Hemisphere.		Explore the change that catastrophe has on many aspects of society using both early civilizations (Maya, Inca, Aztec, Olmec and early Native American civilizations) juxtaposed with modern examples.			

Yearlong Theme: Power of Change: 7th Grade Humanities-For the Thrill of it All										
	September	October	November	December	January	February	March	April	May	June
Unit Theme/ Trimester Focus	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 2: Responding to Change	Trimester 2: Responding to Change		Trimester 2: Responding to Change Start Trimester 3: Widespread Changes	Trimester 3: Widespread Impacts and Changes		
	Identifying change in the individual and the catalysts that contribute to change. Big Idea: The impact of social and political forces on individual identities and experiences.			Recognizing the agency that individuals have to respond to changes in their environment. Responding to societal restrictions and racism and adapting individual and family dynamics as a result.			Exploring impacts on a wider scale. How visual storytelling, the art of suspense and personal, cultural and political expression can impact changes in one's community and beyond.			
Reading Materials	Amplify Unit: <i>Red Scarf Girl</i> and Narrative Non-fiction texts to support social studies connections			Amplify Unit: Character and Conflict <i>A Raisin in the Sun</i> by Lorraine Hansbury and informational and nonfiction texts to support social studies connections		Amplify Unit: Poetry and Poe In-Class Mock Trial Materials and nonfiction texts to support social studies connections		Amplify Unit: The Frida. & Diego Collection, Primary and secondary source material looking at impacts of artifacts on culture and informational and non-fiction texts to support		
Literacy Objective	Examine the differences between "showing" and "telling" in literature using a close examination of a character's thoughts, actions and experiences.			Analyze a character's unconscious motivations. Students will interpret textual details by recreating scenes from the text.		Analyze the influence of unreliable narrator, identify useful textual evidence to support different claims in a debate.		Analyze how figurative language conveys an author's tone, purpose and perspective. Engage in student-led discussions synthesizing information obtained from independent research.		
Writing	Understand the components of CER- Claim, Evidence, Reasoning. Write strong and engaging claims that are supported with evidence. Narrative writing using dialogue, details and description to bring a moment to life.		Using structured revision to strengthen arguments and craft elaborate ideas.		Literary analysis skills from the beginning of the year expanded. Students will make thematic connections across genres and compare and contrast in writing the effect of various media formats on conveying an idea.		Argumentative writing skills practiced and developed. Literary analysis writing skills expanded-compare and contrast character's perspectives using abundant textual evidence. Craft detailed arguments to argue a narrator's sanity.		Develop an engaging question, conduct independent research and create an expansive multimedia project to synthesize information from different sources. Write a speech detailing a connection between an object and a symbolic movement	
Social Studies Connections	Ancient and more modern revolutions. Comparison between revolutions experienced by ancient civilizations in the Eastern Hemisphere during the fall of Rome and the rise of the Dark Ages and the Cultural Revolution in China in the 1960s.			Explore how people adapt to changes being forced on their communities as the Roman empire shapes Europe, Eastern Asia and Africa.		Comparison between the Dark Ages, the Renaissance and the Scientific Revolution with a lens of agency to impact change.		Explore how artists, scientists, authors, in ancient civilizations and current civilizations have created longstanding change with the artifacts they leave behind.		

Yearlong Theme:	Power of Change: 8th Grade Humanities-For the Thrill of it All									
	September	October	November	December	January	February	March	April	May	June
	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 1: Foundations of Change	Trimester 2: Responding to Change	Trimester 2: Responding to Change		Trimester 2: Responding to Change Start Trimester 3: Widespread Changes	Trimester 3: Widespread Impacts and Changes		
Unit Theme/ Trimester Focus	Identifying change in the individual and the catalysts that contribute to change. Big Idea: Making sense of individual, cultural and familial identity within conflicting forces of society.			Recognizing the agency that individuals have to respond to changes in their environment. Big idea: How to make sense of forces that seem to work against each other such as creators vs creations and love vs hate		Exploring impacts on a wider scale. Big idea: how one significant time period impacts generations to come. Agency to prevent history from repeating itself.				
Reading Materials	Amplify Units: Perspectives and Narrative featuring excerpts from <i>Going Solo</i> by Roald Dahl, and Amplify Unit: Liberty and Equality featuring <i>Narrative of the Life of Frederick Douglass, An American Slave</i>			Amplify Unit: Science and Sci-Fi featuring multiple adaptations of <i>Frankenstein</i> by Mary Shelley		Amplify Unit: <i>Romeo and Juliet</i>		Amplify Unit: Holocaust: Memory and Meaning		
Literacy Objective	Notice the impact of the author's craft and structure and evaluate how an author builds an argument and uses rhetoric in narrative, literary and informational texts.			Analyze an author's use of universal themes and archetypes.		Paraphrase Shakespearean English, trace extended metaphors and interpret the use of figurative language by recreating scenes from the text.		Synthesize multiple accounts of an experience to develop understanding and empathy. Track and engage with themes across different genres. Analyze multiple media forms of propaganda to determine the effect of structure on message and audience.		
Writing	Understand the components of CER- Claim, Evidence, Reasoning. Write strong and engaging claims that are supported with evidence. Narrative writing using dialogue, details and description to bring a moment to life.		Develop literary analysis skills by crafting a written argument to analyze how authors use language to convey key ideas. Practice speech writing using mentor texts.		Develop argumentative writing skills using abundant evidence. Argue opposing claims about a character and resolve the contradiction through analysis.		Continue literary analysis and argumentative writing by choosing between contradictory positions and arguing with evidence. Added focus on essay structure and delivering powerful conclusions.		Write an essay to analyze the impact of propaganda and explain the response to unfolding events. Write a speech about your own legacy.	
Social Studies Connections	Comparison between the "liberty" and "equality" periods in US History using primary and secondary sources such as the Declaration of Independence, the Gettysburg Address, etc.			A look at how Revolution (both the French and US) encouraged opposition.		In depth look at the Bill of Rights from the student perspective-what agency do young people have in the US?		Independent research on a current genocide or refugee crisis.		