

Social Studies Curriculum
Grades 6-8

| | 6th Grade | | 7th Grade | | 8th Grade | |
|--------------------|--|---|--|---|--|---|
| | Content | Standard | Content | Standard | Content | Standard |
| 1st Quarter | Geography Handbook-Maps, Landforms, Longitude & Latitude | | Geography Handbook-Maps, Landforms, Longitude & Latitude | | Geography Handbook-Maps, Landforms, Longitude & Latitude | |
| | Canada | RI 6.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept | European Exploration of the Americas | RI 7.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept | Civil War (Review) | RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept |

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| 2nd Quarter | | R.I.6.2 Provide an objective summary of the text | | Colonial Resistance | R.I.7.2 Provide an objective summary of the text | | Progressive Era | R.I.8.2 Provide an objective summary of the text |
| | Central America and Caribbean Islands | W.6.2 Write explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content | | American Revolution | W.7.2 Write explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content | | Spanish American War | W.8.2 Write explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content |
| | Cuba | | | Creating a Constitution | | | State Constitution | |

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| | Guatemala | R.L. 6.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text | | Washington's Presidency | R.L. 6.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text | | R.L. 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text |
| | South America | | | | | | |
| | Brazil | | | | | | |
| | Peru | | | | | | |
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| 3rd Quarter | Europe, Russian, and the Independent Republics | L. 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases | | The Jefferson Era | L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases | | Roaring Twenties |
| | Greece | | | War of 1812 | | | Great Depression |

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| | Rome | | Age of Jackson | | Constitution | |
| | United Kingdom | S.L. 6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues building on others' ideas and expressing their own clearly | War with Mexico | S.L. 7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues building on others' ideas and expressing their own clearly | Federal Constitution | S.L. 8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues building on others' ideas and expressing their own clearly |
| | Sweden | S.L. 6.1 Come to discussions prepared having read or researched material under study | | S.L. 7.1 Come to discussions prepared having read or researched material under study | World War II | S.L. 8.1 Come to discussions prepared having read or researched material under study |
| | France | | | | | |
| | Germany | | | | | |
| | Poland | | | | | |

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|-------------|----------------------------|---|--|-----------|---|--|----------|---|
| | East Asia(China and Japan) | | | | | | | |
| | Australia | | | | | | | |
| | Oceania | | | | | | | |
| | New Zealand | | | | | | | |
| | Antarctica | | | | | | | |
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| 4th Quarter | Africa and Asia | R.L. 6.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | | Gold Rush | R.L. 7.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | | Cold War | R.L. 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. |

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| | Egypt | W 6.6 Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to ineract and collaborate with others. | | Abolition and Women's Rights | W 7.6 Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to ineract and collaborate with others. | | Civil Rights Era | W 8.6 Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to ineract and collaborate with others. |
| | Israel | | | Civil War | | | Vietnam Era | |
| | Turkey | | | | | | | |
| | Nigeria | | | | | | | |
| | South Africa | | | | | | | |
| | Kenya | | | | | | | |
| | India | | | | | | | |
| | Pakistan | | | | | | | |
| | Vietnam | | | | | | | |