



Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 1 Introduction and Skills	11 days	22 days	Students investigate the division of the world into regions and continents and begin to ask geographic questions to analyze the changing perspectives represented by maps. They access a variety of sources (texts, maps, and other visuals) to discover the value of different types of sources.	6.1.7, 6.1.8, 6.2.1 Regions, Geographic questions, Basic geography of the world	6.1.1-6.1.3, 6.1.5, 6.1.6, 6.1.9, 6.1.10, 6.2.2, 6.2.3	GS.1, GS.2, GS.7 Longitude and latitude, Maps, Changing perceptions	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	WHST.6-8.8a, WHST.6-8.8c, WHST.6-8.5a
Unit 2 The Americas	16 days	31 days (End of 1 st Advisory 11/2)	Students engage in regional studies in Units 2-7, beginning with the Americas to build on U.S. History from grades 4 and 5. They analyze the reciprocal relationship between the environment, climate, and human societies, while tracing the impact of geography on religion, culture, and economic systems in North and South America. Students read maps and complex texts, summarizing, citing evidence, and engaging in explicit vocabulary instruction.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.2.4, 6.3.7, 6.3.8, 6.3.10, 6.4.6, 6.4.8, 6.4.9,	GS.3, GS.4, GS.5 Empire maps, Geography and culture, Migration	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	Use print and digital sources, Determine value of a source, Brainstorming, Outlining
Unit 3 Middle East and North Africa	8 days	16 days	Students continue regional study by analyzing the relationship between the environment, climate, and human societies in the Middle East and North Africa. They examine how religion is reflected in culture with particular emphasis on Judaism, Christianity, and Islam. Students consider primary and secondary sources, citing evidence of differences in perspective, and using evidence in written responses.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.9, 6.3.10, 6.4.3, 6.4.8, 6.4.9, 6.6.9	GS.8, GS.6 Conflict, Current events	RH.6-8.1, RH.6-8.2, RH.6-8.9, RH.6-8.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.6-8.2ai, WHST.6-8.2f, WHST.6-8.2ci, Write intro, Write conclusion, Use transitions

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Unit 4 South Asia and Oceania	11 days (End of 1 st Advisory 11/2 End of 3 rd Advisory 3/29)	22 days (End of 2 nd Advisory 1/25)	Students continue regional study by focusing on the Indian subcontinent, with references to Australia and Pacific islands. They analyze the trend of urbanization and its causes and effects as related to the geography of the region. Additionally, students examine push and pull factors influencing historical patterns of human migration and social systems. They continue using texts and maps to summarize, using evidence to justify thesis statements provided by the teacher.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.10, 6.4.1-6.4.3, 6.4.6, 6.4.8, 6.4.9, 6.5.9-6.5.11, 6.6.2, 6.6.3	GS.10 Humans and natural systems	RH.6-8.1, RH.6-8.2, RH.6-8.9, RH.6-8.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.6-8.1ai, WHST.6-8.1cii, WHST.6-8.1bi, WHST.6-8.1bii Write thesis, Write sub-theses, Use evidence in body paragraphs, Evaluate evidence
Unit 5 East Asia	8 days	16 days	Students determine the environmental advantages of East Asia and how it caused the development of densely populated societies. They investigate the impact of geography on economic systems, the development of cultural values, and the origin and diffusion of religions. Students read maps and complex texts, determining cause and effect relationships and the perspective of the author or cartographer.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.10, 6.4.1-6.4.4, 6.4.6, 6.4.8, 6.4.9	GS.9 Humans and natural systems	RH.6-8.1, RH.6-8.3, RH.6-8.6, RH.6-8.10 Cite evidence, Cause/effect. Point of view, Complex texts	
Unit 6 Europe	9 days	19 days (End of 3 rd Advisory 3/29)	Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.7, 6.3.9, 6.3.10, 6.4.1-6.4.3, 6.4.6, 6.4.8, 6.4.9	GS.9 Humans and natural systems	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8.5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
Unit 7 Africa	6 days	12 days	Students determine the influence of environment and climate on human settlement in and migration from Africa. Students develop an understanding of the features of African geography that provide benefits, as well as those which represent challenges. They study the interconnectivity between geography and culture, religion, and economic systems, using primary and secondary sources.	6.3.1, 6.3.5, 6.3.8, 6.4.5 Geography, Religion, Culture, Economics	6.1.4, 6.3.9, 6.3.10, 6.4.4, 6.4.8, 6.4.9		RH.6-8.1, RH.6-8. 5, RH.6-8. 8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8.5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
Unit 8 Physical Systems and Natural Disasters	11 days (End of 2 nd Advisory 1/25 End of 4 th Advisory 6/20)	22 days (End of 4 th Advisory 6/20)	Students explore the elements and nature of physical processes of the earth, with attention to how these processes can lead to natural disasters for humans. Students review the previously studied regions through the lens of the impact of natural disasters and peoples' reaction to them. They draw evidence from diverse types of resources, including: texts, maps, and photographs.	6.5.6, 6.6.2 Physical processes, Natural Disasters	6.2.5, 6.3.4, 6.5.1-6.5.5, 6.5.7-6.5.11, 6.6.1-6.6.3, 6.6.4, 6.6.6-6.6.88		RH.6-8.1, RH.6-8.7, RH.6-8. 10 Cite evidence, Integrate different info types (visuals, text), Complex texts	WHST.6-8.6 Use technology to publish writing, present ideas clearly, efficiently

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<p align="center">Unit 1 Introduction and Skills</p> <p align="center"><i>Block: 11 days</i> <i>Traditional: 22 days</i></p> <p>Students investigate the division of the world into regions and continents and begin to ask geographic questions to analyze the changing perspectives represented by maps. They access a variety of sources (texts, maps, and other visuals) to discover the value of different types of sources.</p>	<p>6.1.7: Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion.</p> <p>6.1.8: Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.</p> <p>6.2.1: Name and locate the world’s continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities.</p>	<p>6.1.1: Demonstrate that, in attempting to represent the round Earth on flat paper, all maps distort.</p> <p>6.1.2: Explain that maps contain spatial elements of point, line, area, and volume.</p> <p>6.1.3: Locate cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the Eastern and Western hemispheres.</p> <p>6.1.5: Explain how latitude affects climates of continents.</p> <p>6.1.6: Explain the relationship between lines of longitude and time zones.</p> <p>6.1.9: Give examples of how maps can be used to convey a point of view, so that critical analysis of map sources is essential.</p> <p>6.1.10: Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.</p> <p>6.2.2: Give examples and analyze ways in which people’s changing views of places and regions reflect cultural change.</p> <p>6.2.3: Explain that the concept of “region” has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.</p>	<p>GS.1: Students explain Earth’s grid system and are able to locate places using degrees of latitude and longitude.</p> <p>GS.2: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.</p> <p>GS.7: Students assess how people’s changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people’s experiences of diverse cultures and places influences their perceptions and viewpoints.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8a: Gather relevant information from multiple print and digital sources.</p> <p>WHST.6-8.8c: Assess the credibility and accuracy of each source.</p> <p>WHST.6-8. 5a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 2 The Americas</p> <p><i>Block: 16 days</i> <i>Traditional: 31 days</i> <i>(End of 1st Advisory 11/2)</i></p> <p>Students engage in regional studies in Units 2-7, beginning with the Americas to build on U.S. History from grades 4 and 5. They analyze the reciprocal relationship between the environment, climate, and human societies, while tracing the impact of geography on religion, culture, and economic systems in North and South America. Students read maps and complex texts, summarizing, citing evidence, and engaging in explicit vocabulary instruction.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.2.4: Give examples of critical issues that may be region-specific and others that cross regional boundaries within the United States.</p> <p>6.3.7: Map the distribution pattern of the world’s major languages, and explain the concept of a lingua franca (a widely used second language; a language of trade and communication).</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.6: Explain the meaning of the word infrastructure, and analyze its relationship to a country’s level of development.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p>	<p>GS.3: Students create maps that show the growth and decline of empires.</p> <p>GS.4: Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the subcategories of physical and cultural characteristics when describing any given place.</p> <p>GS.5: Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8a: Gather relevant information from multiple print and digital sources.</p> <p>WHST.6-8.8c: Assess the credibility and accuracy of each source.</p> <p>WHST.6-8.5a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 3 Middle East and North Africa</p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p>Students continue regional study by analyzing the relationship between the environment, climate, and human societies in the Middle East and North Africa. They examine how religion is reflected in culture with particular emphasis on Judaism, Christianity, and Islam. Students consider primary and secondary sources, citing evidence of differences in perspective, and using evidence in written responses.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.3.9: Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.3: Explain that the internal structure of cities varies in different regions of the world and give examples.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p> <p>6.6.9: Explain why oil, one of the major resources of North Africa, West Africa, and the Middle East, is important to the economic and political stability of the hemisphere and the world.</p>	<p>GS.8: Students identify and explain process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales.</p> <p>GS.6: Students study current events to identify the characteristics, distribution, and complexity of earth’s cultural mosaics.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.2a.i: Introduce a topic clearly, previewing what is to follow.</p> <p>WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.2c.i: Use appropriate and varied transitions to create cohesion.</p>

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<p>Unit 4 South Asia and Oceania</p> <p><i>Block: 11 days</i> <i>(End of 1st Advisor. 11/2</i> <i>End of 3rd Advisory 3/29)</i> <i>Traditional: 22 days</i> <i>(End of 2nd Advisory 1/25)</i></p> <p>Students continue regional study by focusing on the Indian subcontinent, with references to Australia and Pacific islands. They analyze the trend of urbanization and its causes and effects as related to the geography of the region. Additionally, students examine push and pull factors influencing historical patterns of human migration and social systems. They continue using texts and maps to summarize, using evidence to justify thesis statements provided by the teacher.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.1: Describe the worldwide trend toward urbanization, and graph this trend.</p> <p>6.4.2: Understand the relationships between changing transportation technologies and increasing urbanization.</p> <p>6.4.3: Explain that the internal structure of cities varies in different regions of the world and give examples.</p> <p>6.4.6: Explain the meaning of the word infrastructure, and analyze its relationship to a country’s level of development.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic</p>	<p>GS.10: Students apply the concept of regions and their patterns of change to the study of the natural and human characteristics of places.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10 By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.1a.i: Introduce claim(s) about a topic or issue.</p> <p>WHST.6-8.1c.ii: Clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1b.i: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.</p> <p>WHST.6-8.1b.ii: Support claim(s) using credible sources.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 4 South Asia and Oceania (continued)</p>	<p>(see previous page)</p>	<p>activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p> <p>6.5.9: Map with precision the occurrence of earthquakes on Earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability.</p> <p>6.5.10: Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time.</p> <p>6.5.11: Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution.</p> <p>6.6.2: Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.</p> <p>6.6.3: Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effects.</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>

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<p>Unit 5 East Asia</p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p>Students determine the environmental advantages of East Asia and how it caused the development of densely populated societies. They investigate the impact of geography on economic systems, the development of cultural values, and the origin and diffusion of religions. Students read maps and complex texts, determining cause and effect relationships and the perspective of the author or cartographer.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.1: Describe the worldwide trend toward urbanization, and graph this trend.</p> <p>6.4.2: Understand the relationships between changing transportation technologies and increasing urbanization.</p> <p>6.4.3: Explain that the internal structure of cities varies in different regions of the world and give examples.</p> <p>6.4.4: Analyze the changing structure and functions of cities over time.</p> <p>6.4.6: Explain the meaning of the word infrastructure, and analyze its relationship to a country’s level of development.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p>	<p>GS.9: Students explain the effects of interactions between humans and natural systems, including how humans depend upon natural resources and adapt to and affect the natural environment.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.1a.i: Introduce claim(s) about a topic or issue.</p> <p>WHST.6-8.1c.ii: Clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1b.i: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.</p> <p>WHST.6-8.1b.ii: Support claim(s) using credible sources.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 6 Europe</p> <p><i>Block: 9 days</i> <i>Traditional: 19 days</i> <i>(End of 3rd Advisory 3/29)</i></p> <p>Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.3.7: Map the distribution pattern of the world’s major languages, and explain the concept of a lingua franca (a widely used second language; a language of trade and communication).</p> <p>6.3.9: Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.1: Describe the worldwide trend toward urbanization, and graph this trend.</p> <p>6.4.2: Understand the relationships</p>	<p>GS.9: Students explain the effects of interactions between humans and natural systems, including how humans depend upon natural resources and adapt to and affect the natural environment.</p>	<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8b: Use search terms effectively.</p> <p>WHST.6-8.8e: Avoid plagiarism.</p> <p>WHST.6-8.2b.ii: Develop topic with relevant quotations.</p> <p>WHST. 6-8.8f: Follow a standard format for citation.</p> <p>WHST.6-8.5c: With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p>WHST.6-8.5b: With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 6 Europe (continued)</p>	<p>(see previous page)</p>	<p>between changing transportation technologies and increasing urbanization.</p> <p>6.4.3: Explain that the internal structure of cities varies in different regions of the world and give examples.</p> <p>6.4.6: Explain the meaning of the word infrastructure, and analyze its relationship to a country’s level of development.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>

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<p>Unit 7 Africa</p> <p><i>Block: 6 days Traditional: 12 days</i></p> <p>Students determine the influence of environment and climate on human settlement in and migration from Africa. Students develop an understanding of the features of African geography that provide benefits, as well as those which represent challenges. They study the interconnectivity between geography and culture, religion, and economic systems, using primary and secondary sources.</p>	<p>6.3.1: Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p> <p>6.3.5: Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.</p> <p>6.3.8: Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p> <p>6.4.5: Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.</p>	<p>6.1.4: Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p>6.3.9: Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict.</p> <p>6.3.10: Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p> <p>6.4.4: Analyze the changing structure and functions of cities over time.</p> <p>6.4.8: Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p> <p>6.4.9: Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p>		<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.8b: Use search terms effectively.</p> <p>WHST.6-8.8e: Avoid plagiarism.</p> <p>WHST.6-8.2b.ii: Develop topic with relevant quotations.</p> <p>WHST. 6-8.8f: Follow a standard format for citation.</p> <p>WHST.6-8.5c: With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p>WHST.6-8.5b: With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 8 Physical Systems and Natural Disasters</p> <p><i>Block: 11 days (End of 2nd Advisory 1/25, End of 4th Advisory 6/20) Traditional: 22 days (End of 4th Advisory 6/20)</i></p> <p>Students use historical and modern maps to analyze the shifting categorization of people in Europe using physical boundaries, religious affiliation, culture, ethnic heritage, economic systems, etc. They read maps and texts to determine how documents demonstrate these categories, citing evidence to support their conclusions.</p>	<p>6.5.6: Integrate understandings concerning the physical processes that shape Earth’s surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition.</p> <p>6.6.2: Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.</p>	<p>6.2.5: Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.</p> <p>6.3.4: Relate population growth rates to health statistics, food supply, or other measures of well-being.</p> <p>6.5.1: Recall and apply knowledge concerning Earth-sun relationships, including “reasons for seasons” and time zones.</p> <p>6.5.2: Categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere.</p> <p>6.5.3: Explain the difference between weather and climate.</p> <p>6.5.4: Identify and account for the distribution pattern of the world’s climates.</p> <p>6.5.5: Describe distinct patterns of natural vegetation and biodiversity and their relations to world climate patterns.</p> <p>6.5.7: Give specific examples, in terms of places where they occur, of the physical processes that shape Earth’s surface.</p> <p>6.5.8: Describe the ways in which Earth’s physical processes are dynamic and interactive.</p> <p>6.5.9: Map with precision the occurrence of earthquakes on Earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability.</p> <p>6.5.10: Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards</p>		<p>RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p>Unit 8 Physical Systems and Natural Disasters (continued)</p>	<p>(see previous page)</p>	<p>in the United States over a given period of time.</p> <p>6.5.11: Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution.</p> <p>6.6.1: Identify human-caused threats to the world’s environment: atmospheric and surface pollution, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction.</p> <p>6.6.2: Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.</p> <p>6.6.3: Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effects.</p> <p>6.6.4: Evaluate how and why the ability of Earth to feed its people has changed over time.</p> <p>6.6.6: Assess how people’s perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use.</p> <p>6.6.7: Explain and evaluate the relationships between agricultural land uses and the environment (grazing, grain cropping, and tree farming).</p> <p>6.6.8: Develop policies that are designed to guide the use and management of Earth’s resources and that reflect multiple points of view.</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>