

Montague
Township
School

K-8

Social Studies
Curriculum

Table of Contents

SECTION II: NARRATIVES 5

New Jersey Student Learning Standards for Social Studies: An Introduction 6 Goals of the Montague Township School Curriculum 8 Program Objectives 8 Unit Design 10 Meeting the Needs of Diverse Learners through Differentiation 10 21st Century Life and Career 12 Interdisciplinary Connections 12 Technology Integration 12 Staff Development 12

SECTION THREE: Standards, Enduring Understandings, Essential Questions, Knowledge and Skills 13

New Jersey Student Learning Standards 14 Enduring Understandings and Essential Questions 15 Knowledge and Skills 15 The Primary Grade Program – Kindergarten-Three: A Flexible Approach 15 The Social Studies Program in Grades Four – Eight 16

SECTION FOUR: Content Sequence and Pacing Guide 17

Content Sequence 18 Pacing Guide 18

SECTION FIVE: Curriculum Units by Grade Level 22

Kindergarten 23 Grade One 60 Grade Two 97 Grade Three 126 Grade Four 165 Grade Five 207 Grade Six 245 Grade Seven 290 Grade Eight 340

SECTION SIX: Appendices 366

Appendix A: Integrated Accommodations and Modifications 367 Appendix B: Assessments for Social Studies 395 Appendix C: New Jersey Student Learning Standards Unit Cross-Reference Chart 396 Appendix D: Core Instructional and Supplemental Materials 407

SECTION II: NARRATIVES

New Jersey Student Learning Standards for Social Studies: An Introduction

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the

American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic minded and socially active.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the

development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

New Jersey Department of Education, 2014

7

Goals of the Montague Township School Social Studies Curriculum

The Montague Township School curriculum concerns itself with developing students who are prepared for citizenship in a democratic society as well as in an increasingly interdependent global community. It is the purpose of this curriculum to offer students courses of study as well as experiences that will provide them with the necessary skills, sense of social responsibility and geographical and historical perspective necessary for responsible citizenship. For this reason, the major goals of this curriculum are:

1. to develop citizens who are effective decision makers.
2. to develop citizens who have the life-long ability to acquire and apply useful information.
3. to develop

citizens who possess a geographical and historical perspective of themselves and their society, and can apply this perspective to the events of the day.

4. to develop citizens who recognize that the world and its people are interdependent.

5. to develop citizens who appreciate the world's diverse cultures.

6. to develop citizens who respect the rights of others.

7. to develop citizens who understand and demonstrate positive human traits such as honesty, courage, and compassion.

8. to develop citizens who are prepared to self-govern.

Program Objectives

In order to provide an environment in which each student has the opportunity to mature as an active, thinking, well-informed citizen of our democratic society, this Social Studies curriculum is dedicated to creating an instructional atmosphere in which students strive to

1. develop reading skills in the content area.

2. develop listening skills through use of the content area.

3. develop information-gathering skills, including library skills, visual media interpretation skills, and technical skills.

4. acquire knowledge of geography and map skills.

5. demonstrate the use of a variety of resource materials.

6. develop information-processing skills.

7. develop critical thinking skills.

8. develop decision-making skills.

9. acquire knowledge in the content area and demonstrate that knowledge in a variety of ways.

10. utilize the skills necessary to write reports in a logical and comprehensive manner.

11. acquire public speaking and debating skills through the use of the content area.

12. develop memory, studying, and test-taking skills.

13. develop creativity through projects related to the content area.

14. develop creativity through mental processes that encourage creative thinking.

15. demonstrate the responsibilities of good citizenship in the classroom.

16. develop the ability to constructively interact with other people.

17. acquire knowledge of concepts and generalizations in the content area.

18. recognize theories, trends, and philosophies in the content areas.

19. recognize and identify various forms of propaganda.

20. demonstrate the importance of individual participation in society.

21. acquire knowledge of the role of individualism in society.

22. acquire knowledge of the duties and responsibilities of a citizen in relationship to government.

23. acquire knowledge of the purpose and operation of government.

24. acquire knowledge about the inter-relationship between mankind and the physical environment.

25. explain how quality of life is influenced by political, social, and economic factors.

26. acquire knowledge of how values and beliefs affect political, social and economic systems.

27. acquire knowledge about the fundamental beliefs of the world's religions.

28. acquire knowledge about mankind's universal concern for the meaning of its existence.
29. recognize and identify the basic motivations of mankind.
30. acquire an understanding of how the humanities affect and are affected by political, social, and economic factors.
31. demonstrate knowledge about the humanities.
32. understand that material and nonmaterial culture influence the character of a society
33. analyze and compare cultures.
34. recognize the causes that make cultures evolve.
35. recognize the necessity to thoughtfully adapt to change.
36. acquire knowledge of how masculine and feminine roles are affected by political, social, and economic factors.
37. acquire knowledge of how economic systems function.
38. acquire knowledge of good consumer practices.
39. analyze the present as a result of a continuation and evolution of historical developments.
40. demonstrate cause and effect relationships.
41. acquire knowledge of the accomplishments of people.
42. identify examples of art or aesthetic expression depicting history and/or social progress.
43. evaluate the accomplishments of people.
44. acquire knowledge of current issues and events related to politics, society, and economics.
45. recognize the consequences of prejudice and unfounded hatred as evidenced by acts that have denied certain people their basic civil rights and lead to unjustified imprisonment and genocide.
46. acquire knowledge of the Holocaust, those involved, and how future generations and societies can prevent its recurrence.
47. recognize those among us, past and present, who have achieved greatness through their demonstration of honesty, courage, compassion, persistence and charity. The program objectives relate to the total program, grades K-8, and reflect the overall focus and intent of Social Studies instruction throughout the Montague Township School.

Unit Design

Each curriculum unit is designed within the Understanding by Design (UbD) framework. Stage One focuses on the 'Desired Results' or, the 'what', of the curriculum. This stage includes New Jersey Student Learning Standards for Social Studies, Technology, and 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Knowledge and Skills are specifically outlined. Stage One indicates what students need to understand, what they will keep considering, what they will know and what they will be able to do. The items in Stage One of each unit provide the framework that teachers must follow in order to ensure that the New Jersey Student Learning Standards and curriculum objectives are met.

***See Appendix C for the New Jersey Student Learning Standards- Social Studies Cross Reference Chart.**

In Stage Two (Assessment Evidence), students will display that they have achieved the goals of Stage One. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments.**

***Additional information on Assessment can be found in Appendix B.**

In Stage Three of the framework, the Learning Plan is outlined with key learning events and instruction. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the district and the students in each classroom, teachers are expected to differentiate the Stage Three components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit, at every grade level, throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

- 1. Special Education Students**
- 2. English Language Learners**
- 3. Students At Risk of School Failure**
- 4. Gifted and Talented Students**
- 5. Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In

2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as “New Jersey Tiered System of Supports (NJTSS)”. NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. ● **The application of information** about the student’s response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided
 - strategies for increasing the student’s rate of learning
- parents’ right to request an evaluation for special education programs and/or services. 1. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:
 - a. criteria for determining the levels of intervention to be provided to students
 - b. types of interventions
 - c. amount and nature of student performance data to be collected
 - d. manner and frequency of progress monitoring
- 2. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

***See Appendix A for comprehensive accommodations and modifications for the above student populations and the**

Response to Intervention Framework.

21st Century Life and Career

One of the goals of the Montague School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

This Social Studies curriculum supports additional core curriculum content areas. Interdisciplinary learning is one of many ways to learn over the course of a curriculum. The Montague Township School chooses interdisciplinary learning to deliver the Social Studies content. The Region is especially committed to the integration of language arts and literacy into the Social Studies curriculum. This is evidenced by the use of leveled literature to teach Social Studies concepts. This method brings students to a new awareness of the meaningful connections that exist among the disciplines and allows them to synthesize information. Each unit of study includes suggested learning activities to integrate other disciplines.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Montague School. Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Our district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Social Studies curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available technology and media.

Staff Development

The implementation of this curriculum should be supported through ongoing staff training. Staff members need to be provided with training in terms of the curriculum to maintain the background and skills required to make the curriculum effective for students. In addition, teachers will need support as they continue to integrate Social Studies content into the Reader's and Writer's workshop model. Social Studies should be considered when scheduling annual in-service days, after-school courses, seminars, and conferences.

SECTION THREE:
Standards, Enduring
Understandings, Essential
Questions, Knowledge
and Skills

The bulk of this curriculum focuses on several basic components rooted in Stage One of the Understanding by Design Framework (UbD): Student Learning Standards, Enduring Understandings, Essential Questions, Knowledge and Skills. These components are outlined for each grade level as unit plans for teachers, and determine what they are expected to teach their students, the skills they are asked to develop in the children, and what the students should know and be able to do as a result of experiencing this curriculum. In this document the following terms are defined as follows:

New Jersey Student Learning Standards (NJSLs)- What the teacher is expected to teach the students. Example: The causes of the civil war, ways all communities are alike and different, names of the rivers in the United States, longitude and latitude.

Enduring Understandings – A statement that reflects the conclusions, insights or inferences about the content that students should verify before the end of the unit.

Essential Questions - A question that reflects the key inquiries and the understanding goals of the unit and thus serve to focus the unit and prioritize learning.

Knowledge – These statements refer to what students will know upon completion of the unit.

Skills- These statements refer to what the students will be skilled at or what they will be able to do upon completion of the unit.

The reader should note that much of the content and many of the skills are built upon each year as the student moves through the curriculum. The teacher ensures that all students meet these expected outcomes as stated in the curriculum guide.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards organize a topical scope and sequence of the Social Studies program. This represents content that the teacher is responsible to teach. It does not necessarily indicate the depth to which any topic is covered and it does not stress how it should be taught. Because this document constitutes the Social Studies curriculum for five distinctly individual school populations, it cannot be expected that every teacher at a given grade level in all the districts will approach the program in exactly the same way. It is, however, expected that every child will be exposed to the same content as outlined in each unit. The content outlined here could be taught with or without a textbook (especially at the primary grades), with the newest of publications or texts approved by the local districts, and infused within the English Language Arts curriculum.

The Standards-based content expands as the student moves through the grades. Students are exposed to more and more specific content, especially in grades 4-8. It is anticipated that students are better prepared developmentally to deal with increased content and it is further anticipated that increased instructional time will be scheduled for Social

Studies instruction as students move through the grades.

Enduring Understandings and Essential Questions

Essential questions frame ongoing and important inquiries about the content of the unit. Enduring understandings reflect important answers stated as generalizations that students are to come to, in a meaningful way, throughout the progression of the unit. Teaching for understanding demands that designs and methods foster ongoing inquiry. Each unit is based on a few essential questions and enduring understandings. Explicit and frequent reference to essential questions and enduring understandings sends a powerful signal that a unit is about understanding, not merely acquisition of knowledge and skill.

Knowledge and Skills

Social Studies is not just the development of a specific content base or an understanding of broad concepts and generalizations. Social Studies education develops specific skills and provides numerous opportunities for students to apply skills learned in other primary interdisciplinary connections such as reading, writing, and mathematics. Teachers should constantly look for opportunities to have their students apply these connections within the Social Studies program. Most of the skills listed develop over time, and in many instances the skills listed at a grade level are not meant to be mastered, but to be brought to the highest level possible for each child at that time in his/her life. It is assumed that skills learned at a previous grade level may still need to be taught; however, once a specific skill has been listed for several years, it may be dropped from the list of skills, if it is reasonable to assume that most students will have mastered it.

The Primary Grade Program – Kindergarten-Three: A Flexible Approach

In the primary grades (K-3) the program focuses on concepts and skills related to the understanding of self, family, neighborhood and community. These concepts develop in a variety of ways, using a variety of topics, materials, and activities. Primary grade teachers need to have the educational latitude to approach the development of these concepts in ways they believe are best for their students at the specific time they study the topic. The decisions may be based on the time available, the available pool of community resources, the interests of the children, and other topics of study in other disciplines being pursued at the same time. Teachers may focus on an interdisciplinary approach, infusing Social Studies content within the reading and writing workshop and utilizing a variety of text found in classroom and school libraries (i.e. Lucy Calkins, Scholastic Bookroom, Schoolwide, National Geographic).

Teachers can utilize the following areas of study to address specific learning concepts.

Examples: The concept of family studied through families of Native Americans, families in Colonial America, students' own families, or a family in a foreign country.

Develop concepts such as family or neighborhood through the study of famous Americans, ethnic groups, and well-known sections of important cities (e.g. Lincoln's childhood, Hispanic Americans, and Chinatown).

Students could readily develop the concept of community through the study of their township or county, a community during colonial times, or how a community may have assisted with the Revolutionary War by tracing the basic concepts of transportation through a variety of communities in several locations, or by comparing several Native American communities past, present, or both.

These represent a few examples; the possibilities are limitless. This flexibility will strengthen the program, enhance student interest and heighten historical and geographic awareness beyond the scope of content matter outlined in this document.

The Social Studies Program in Grades Four – Eight

The Social Studies Program changes somewhat as students move from grade three to grade four. During the primary grades, the major focus is on broad concepts such as family, neighborhood, and community. Beginning in grades four, five, and six, the program has a greater content focus and the student begins a study of specific geographical and political areas such as: New Jersey, the United States, the Middle East, and Europe. A specific focus is placed on time. Students begin to study specific periods and social phenomena such as the American Colonial period, the "ancient" world, Medieval Times, the Renaissance, the Industrial Revolution, etc. Students are expected to do more reading of primary and secondary sources. They are expected to expand upon their reading, writing, research and presentation skills. Map skills reach a sophisticated level in which students can read road maps and plan trips identifying the most direct routes. Students will write research reports and present data in a variety of ways, making maximum use of the technology available for both the research and the presentation.

Class time is supplemented through in-depth reading assignments in literature classes, through the integration of other content areas, the greater use of technology and research (example – Internet), and far greater reliance on students working outside of class in terms of long-term projects and homework assignments. These changes are readily evident as the units in grades 4-8 are examined. They are far more detailed and require much more effort on the part of individual students.

SECTION FOUR:
Content Sequence
and Pacing Guide

Content Sequence

The Social Studies Curriculum follows the “expanding universe” concept of Social Studies curriculum construction. The expanding universe concept begins with the child and expands to family, neighborhood, community, state, nation and world. This construction plan manifests itself as follows:

Kindergarten – Self and Family

Grade 1 – Family and Families in Other Settings

Grade 2 – Community and Communities in Other Areas

Grade 3 – Communities Past and Present

Grade 4 – New Jersey

Grade 5 – United States

Grade 6 – Ancient Civilizations

Grade 7 – World Geography

Grade 8 – American History / Civics

Pacing Guide

KINDERGARTEN	
September	Unit I: School Community
September-June	Unit IV: Our Nation
October- June	Unit II: All About Me
November- December	Unit III: Native Americans
February-March	Unit V: Community Helpers and Economics
April-May	Unit VI: Geography

GRADE ONE	
September-October	Unit I: School Community
October-November	Unit II: Families Around the World
November- December	Unit III: Our Nation
January- February	Unit IV: Americans Then and Now
March- April	Unit V: Geography and Map Skills
May - June	Unit VI: Wants and Needs - Economics

GRADE TWO	
September-November	Unit I: Communities
November-January	Unit II: Native Americans
January- March	Unit III: Economics
April-June	Unit IV: Our Nation

GRADE THREE	
September- October	Unit I: Communities Around the World
September- June	Unit II: Geography-Map Skills
November-December	Unit III: Early Communities in America (Native Americans and Early Settlers)
January - February	Unit IV: Development of a Nineteenth Century Community
March-April	Unit V: Sussex County
April-June	Unit VI: Economics

GRADE FOUR

September	Unit I: NJ Geography and Map Skills
October	Unit II: Constitution and Government
November-December	Unit III: Early NJ- Discovery of NJ/Native Americans, Early

19

	Explorers, Colonial NJ
January- February	Unit IV: American Revolution - Causes, Events, Declaration of Independence, Major Battles
March - April	Unit V: Civil War- New Jersey's Role in the War, Causes, Slavery, Underground Railroad, Differences between the North and South, Reconstruction
April-June	Unit VI: Immigration and Holocaust

GRADE FIVE	
September- October	Unit I: Three Worlds Meet
November- December	Unit II: Colonization and Settlement
January- February	Unit III: Revolution and the New Nation
March- April	Unit IV: Expansion and Reform
May-June	Unit V: Civil War and Reconstruction

GRADE SIX	
September- October	Unit I: Early Civilization
November- December	Unit II: The Fertile Crescent
January- February	Unit III: Ancient Egypt
March	Unit IV: Ancient Greece
April - May	Unit V: Ancient Rome
June	Unit VI: Middle Ages

GRADE SEVEN

September	Unit I: Geographic Perspectives
October	Unit II: Physical Geography
November	Unit III: Human Geography
December	Unit IV: North America

20

January	Unit V: South America
February	Unit VI: Europe and Russia
March (First 2 Weeks)	Unit VII: Southwest and Central Asia
March (Second 2 weeks)	Unit VIII: Africa
April	Unit IX: South Asia
May	Unit X: East and Southeast Asia
June	Unit XI: Pacific World

GRADE EIGHT

September-November	Unit I: Revolution and the New Nation
November- January	Unit II: Articles of the Confederation and the Constitution
January - April	Unit III: The Bill of Rights/Amendments/Civil Rights Movement
April- June	Unit IV: Branches of Government/Law

