

<p>Step 1</p> <p>Unit Theme: Ancient Cultures Grade 6-8</p>			
<p>Science Standards</p>			
<p>General Standard</p>	<p>MOST</p>	<p><u>OACS-E</u> COMPLEXITY</p>	<p>LEAST</p>
<p>Grade Level: 6/7/8</p> <p>Standard (Subject): across curriculum</p> <p>Strand/Domain:</p> <p>Content Statement #:</p>			
<p>6th Rocks and Minerals 6.1 Minerals have specific, quantifiable properties.</p> <p>-Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification.</p> <p>-Igneous, metamorphic and sedimentary rocks form in different ways.</p> <p>-Soil is unconsolidated material that contains nutrient matter and weathered rock.</p> <p>-Rocks, minerals and soils have common and practical uses.</p>	<p>ESS.68.1a Sort minerals by properties (e.g., color, density and luster).</p> <p>ESS.68.2a Classify igneous, metamorphic or sedimentary rocks.</p> <p>ESS.68.3a Identify how each rock type is formed (pressure, erosion, cooling, melting, compaction, cementation,</p>	<p>ESS.68.1b Identify an object as a mineral or a rock.</p> <p>ESS.68.2b Identify the properties of igneous (e.g., granite, basalt) or metamorphic (e.g., marble, quartzite) rocks.</p> <p>ESS.68.3b Identify components of a rock cycle.</p>	<p>ESS.68.1c Identify a common rock-forming mineral.</p> <p>ESS.68.2c Identify properties of sedimentary rocks.</p> <p>ESS.68.3c Identify a component of a rock cycle.</p>

Social Studies Standards			
General Standard	Most	Complexity	Least
6.1History- Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	HIS.68.1a Use various sources to describe a historical event or period from different perspectives.	HIS.68.1b Sequence a series of events in history over an extended time period.	HIS.68.1c Identify a historical event/activity occurring before or after another given activity/event.
6 th History- Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	HIS.68.2a Compare the key physical and human features of societies of the past in the Eastern Hemisphere with society today. <i>Content Connection</i> <i>Examples: Egypt, India, China, Mesopotamia (6), Greece and Rome (Gr. 7)</i>	HIS.68.2b Identify key physical and human features (of societies (e.g., houses, rivers, mountains, roads, buildings).	HIS.68.2c Identify the physical and human features of the local community.
7 th History- Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.			
7 th History- The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.			

<p>8th History- Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p>			
<p>6th Geography- Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p>	<p>GEO.68.1a Use appropriate maps, globes and other geographic resources (e.g., Internet) to locate various sites or places).</p>	<p>GEO.68.1b Use the appropriate map to Locate various places or information.</p>	<p>GEO.68.1 Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).</p>
<p>6th Geography- Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic).</p>	<p>GEO.68.2a Recognize that maps can change over time based on political, social and physical events.</p>	<p>GEO.68.2b Recognize that maps of the same location can look different depending on the purpose.</p>	<p>GEO.68.2c Identify a specific map for a specific purpose (e.g., weather, location, store locations).</p>
<p>6th Geography- Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <ul style="list-style-type: none"> - Political, environmental, social and economic factors have caused people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. - Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). 	<p>GEO.68.4a Draw/trace an alternate route and identify if it is shorter or longer.</p>	<p>GEO.68.4b Draw/trace the route between two given locations on a map.</p>	<p>GEO.68.4c Locate on a map the route between two locations.</p>
<p>7th Geography- Maps and other geographic representations can be used to trace the development of human settlement over time. Geographic factors promote or impede the movement of people, products and ideas.</p> <ul style="list-style-type: none"> -Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major 			

<p>world religions.</p> <p>- Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>			
<p>8th Geography- Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>			
<p>6th Government Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>	<p>GVT.68.2a Compare and contrast the traits of monarchs and elected leaders.</p>	<p>GVT.68.2b Identify traits of monarchs and elected leaders where they would rule.</p>	<p>GVT.68.2c Identify the president and kings/queens as political leaders.</p>
<p>7th Government The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>		<p>GVT.68.1b Understand that differences of opinion on an issue can exist between and within individuals and groups.</p>	
<p>6th Economics- The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p>			
<p>6th Economics-Where regions and/or countries specialize, global trade occurs.</p>			
<p>7th Economics- The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>ECON.68.3a Describe how the wants of people determine what goods and services are produced.</p>	<p>ECON.68.3b Identify different methods of production for given goods</p>	

<p>Step 2</p> <p>Moved to bottom of page to be able to better reference w/ weekly layout</p>			
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<p>Step 3</p>			
<p>Language Arts Standards</p>			
<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.68.1a Cite evidence in text to support answers to literal and inferential questions.</p>	<p>RL.68.1b Locate text to support answers to literal and inferential questions.</p>	<p>RL.68.1c Identify details that support answers to literal questions.</p>
<p>RL.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RL.68.2a Summarize text, including theme or central idea and support with details.</p>	<p>RL.68.2b Identify the theme or central idea of a text and support it with main events and details. A text may have more than one theme.</p>	<p>RL.68.2c Sequence main events in relation to a stated theme or central idea.</p>
<p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>RL.68.7a Explain the effect of the similarities and differences between print and multimedia/live productions of the same story, drama or poem.</p>	<p>RL.68.7b Describe the key similarities or differences between print and multimedia/live productions of the same story, drama or poem.</p>	<p>RL.68.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama or poem.</p>
<p>RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to</p>	<p>RL.68.9a Compare and contrast a historical event with a fictional account.</p>	<p>RL.68.9b Describe a fictional account of a historical event.</p>	<p>RL.68.9c Identify similar characters from a fictional account of a historical event.</p>

similar themes and topics.			
RL7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.68.1a Cite evidence in text to support answers to literal and inferential questions.	RL.68.1b Locate text to support answers to literal and inferential questions.	RL.68.1c Identify details that support answers to literal questions.
RL7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.68.2a Summarize text, including theme or central idea and support with details.	RL.68.2b Identify the theme or central idea of a text and support it with main events and details. A text may have more than one theme.	RL.68.2c Sequence main events in relation to a stated theme or central idea.
RL7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RL.68.7a Explain the effect of the similarities and differences between print and multimedia/live productions of the same story, drama or poem.	RL.68.7b Describe the key similarities or differences between print and multimedia/live productions of the same story, drama or poem.	RL.68.7c Identify key similarities or differences between print and multimedia/live productions of the same story, drama or poem.
RL7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.68.9a Compare and contrast a historical event with a fictional account.	RL.68.9b Describe a fictional account of a historical event.	RL.68.9c Identify similar characters from a fictional account of a historical event.
RL8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.68.1a Cite evidence in text to support answers to literal and inferential questions.	RL.68.1b Locate text to support answers to literal and inferential questions.	RL.68.1c Identify details that support answers to literal questions.
RL8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.68.2a Summarize text, including theme or central idea and support with details.	RL.68.2b Identify the theme or central idea of a text and support it with main events and details. A text may have more than one theme.	RL.68.2c Sequence main events in relation to a stated theme or central idea.
IT.6.1. Cite textual evidence to support analysis of what the text says	IT.68.1a Cite evidence in text to support answers to literal	IT.68.1b Cite details from text to support the answers to	IT.68.1c Identify details that support answers to literal questions.

explicitly as well as inferences drawn from the text.	or inferential questions.	literal questions.	
IT.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	IT.68.2a Summarize text including central ideas and details.	IT.68.2b Identify the topic of a text including central ideas and details.	IT.68.2c Sequence main ideas in relation to a stated topic.
IT.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	IT.68.1a Cite evidence in text to support answers to literal or inferential questions.	IT.68.1b Cite details from text to support the answers to literal questions.	IT.68.1c Identify details that support answers to literal questions.
IT.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	IT.68.2a Summarize text including central ideas and details.	IT.68.2b Identify the topic of a text including central ideas and details.	IT.68.2c Sequence main ideas in relation to a stated topic.
IT.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	IT.68.7a Describe the similarities and differences between print and multimedia pertaining to a topic or idea.	IT.68.7b Describe the key similarities between print and multimedia pertaining to the same topic or idea.	IT.68.7c Recognize similarities between print and multimedia pertaining to the same topic or idea.
IT.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.	IT.68.1a Cite evidence in text to support answers to literal or inferential questions.	IT.68.1b Cite details from text to support the answers to literal questions.	IT.68.1c Identify details that support answers to literal questions.
IT.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	IT.68.2a Summarize text including central ideas and details.	IT.68.2b Identify the topic of a text including central ideas and details.	IT.68.2c Sequence main ideas in relation to a stated topic.
W.6.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and	W.68.1a Generate a written paragraph expressing an opinion, with supporting information or details.	W.68.1b Generate a written text by selecting reasons and relevant facts to support a given opinion.	W.68.1c Communicate an opinion on a specific topic with relevant details.

<p>organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>			
<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.68.4a Generate a written text following the conventions of a persuasive, informative or narrative task (paragraph or story).</p>	<p>W.68.4b With guidance and support, generate a written text following the conventions of a persuasive, informative or narrative task (sentence).</p>	<p>W.68.4c With guidance and support, select and develop topics for persuasive, informative and/or narrative tasks.</p>
<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>W.68.6a Use technology, including the Internet, to compose a paragraph.</p>	<p>W.68.6b With guidance and support, use technology, including the Internet, to compose multiple sentences.</p>	<p>W.68.6c With guidance and support, use technology, including the Internet, to compose a simple sentence.</p>
<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>W.68.7a Research and collect information from multiple sources to answer a question.</p>	<p>W.68.7b Research and collect information from a source to answer a question.</p>	<p>W.68.7c Select a source to answer a question.</p>
<p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.68.9a Gather and organize information from (adapted) grade-level/age-appropriate</p>	<p>W.68.9b Gather and organize information from (adapted) grade-level/age-appropriate</p>	<p>W.68.9c Select topic specific information from (adapted) grade-level/age-appropriate literary or informational</p>

<p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>literary or informational material to support research and understanding.</p>	<p>literary or informational materials.</p>	<p>materials.</p>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.68.10a Write routinely for a range of discipline-specific tasks, purposes and audiences within formats and content. (Adaptations to the writing expectations should reflect the above writing standards.)</p>	<p>W.68.10b Participate routinely in supported writing activities for a range of discipline specific tasks, purposes and audiences within formats and content.</p>	<p>W.68.10c Participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences, within formats and content.</p>
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible</p>	<p>W.68.1a Generate a written paragraph expressing an opinion, with supporting information or details.</p>	<p>W.68.1b Generate a written text by selecting reasons and relevant facts to support a given opinion.</p>	<p>W.68.1c Communicate an opinion on a specific topic with relevant details.</p>

<p>sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
<p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.68.4a Generate a written text following the conventions of a persuasive, informative or narrative task (paragraph or story).</p>	<p>W.68.4b With guidance and support, generate a written text following the conventions of a persuasive, informative or narrative task (sentence).</p>	<p>W.68.4c With guidance and support, select and develop topics for persuasive, informative and/or narrative tasks.</p>
<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>W.68.6a Use technology, including the Internet, to compose a paragraph.</p>	<p>W.68.6b With guidance and support, use technology, including the Internet, to compose multiple sentences.</p>	<p>W.68.6c With guidance and support, use technology, including the Internet, to compose a simple sentence.</p>
<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.68.7a Research and collect information from multiple sources to answer a question.</p>	<p>W.68.7b Research and collect information from a source to answer a question.</p>	<p>W.68.7c Select a source to answer a question.</p>
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.68.9a Gather and organize information from (adapted) grade-level/age-appropriate literary or informational</p>	<p>W.68.9b Gather and organize information from (adapted) grade-level/age-appropriate literary or informational</p>	<p>W.68.9c Select topic specific information from (adapted) grade-level/age-appropriate literary or informational materials.</p>

<p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>material to support research and understanding.</p>	<p>materials.</p>	
<p>W 7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.68.10a Write routinely for a range of discipline-specific tasks, purposes and audiences within formats and content. (Adaptations to the writing expectations should reflect the above writing standards.)</p>	<p>W.68.10b Participate routinely in supported writing activities for a range of discipline specific tasks, purposes and audiences within formats and content.</p>	<p>W.68.10c Participate in shared writing/communication activities for a range of discipline-specific tasks, purposes and audiences, within formats and content.</p>
<p>W 8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an</p>	<p>W.68.1a Generate a written paragraph expressing an opinion, with supporting information or details.</p>	<p>W.68.1b Generate a written text by selecting reasons and relevant facts to support a given opinion.</p>	<p>W.68.1c Communicate an opinion on a specific topic with relevant details.</p>

<p>understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>			
<p>W. 8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>W.68.2a Generate informative text, including an introductory sentence, supporting facts and a concluding sentence.</p>	<p>W.68.2b Generate multiple factual sentences, on a topic, including a topic sentence and concluding sentence.</p>	<p>W.68.2c Communicate facts and details on a given topic.</p>

<p>topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			
<p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.68.4a Generate a written text following the conventions of a persuasive, informative or narrative task (paragraph or story).</p>	<p>W.68.4b With guidance and support, generate a written text following the conventions of a persuasive, informative or narrative task (sentence).</p>	<p>W.68.4c With guidance and support, select and develop topics for persuasive, informative and/or narrative tasks.</p>
<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>W.68.6a Use technology, including the Internet, to compose a paragraph.</p>	<p>W.68.6b With guidance and support, use technology, including the Internet, to compose multiple sentences.</p>	<p>W.68.6c With guidance and support, use technology, including the Internet, to compose a simple sentence.</p>
<p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>W.68.7a Research and collect information from multiple sources to answer a question.</p>	<p>W.68.7b Research and collect information from a source to answer a question.</p>	<p>W.68.7c Select a source to answer a question.</p>
<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p>W.68.9a Gather and organize information from (adapted) grade-level/age-appropriate literary or informational material to support research and understanding.</p>	<p>W.68.9b Gather and organize information from (adapted) grade-level/age-appropriate literary or informational materials.</p>	<p>W.68.9c Select topic specific information from (adapted) grade-level/age-appropriate literary or informational materials.</p>

<p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>			
<p>SL 6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL.68.1a Engage in discussions about grade level/age-appropriate topics and text. Follow rules of discussion. Ask questions about the topic; respond to others’ questions and comments; share ideas.</p>	<p>SL.68.1b Participate in discussions about grade-level/ age-appropriate topics and text. Follow rules of discussion. Ask or answer questions to contribute to the discussion.</p>	<p>SL.68.1c Participate in discussions about grade-level/age-appropriate topics or text. Follow rules of discussion. Ask or answer questions about the topic.</p>
<p>SL 6. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions,</p>	<p>SL.68.4a Communicate effectively about a topic, providing facts and details to</p>	<p>SL.68.4b Communicate effectively to present information sequentially about a</p>	<p>SL.68.4c Communicate information about a selected topic, experience or event.</p>

<p>facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>support an idea or opinion.</p>	<p>selected topic.</p>	
<p>SL 7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SL.68.1a Engage in discussions about grade level/age-appropriate topics and text. Follow rules of discussion. Ask questions about the topic; respond to others' questions and comments; share ideas.</p>	<p>SL.68.1b Participate in discussions about grade-level/ age-appropriate topics and text. Follow rules of discussion. Ask or answer questions to contribute to the discussion.</p>	<p>SL.68.1c Participate in discussions about grade-level/age-appropriate topics or text. Follow rules of discussion. Ask or answer questions about the topic.</p>
<p>SL 7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.68.4a Communicate effectively about a topic, providing facts and details to support an idea or opinion.</p>	<p>SL.68.4b Communicate effectively to present information sequentially about a selected topic.</p>	<p>SL.68.4c Communicate information about a selected topic, experience or event.</p>

<p>SL 8.1. Engage effectively in a range of collaborative discussions one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress towards specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SL.68.1a Engage in discussions about grade level/age-appropriate topics and text. Follow rules of discussion. Ask questions about the topic; respond to others' questions and comments; share ideas.</p>	<p>SL.68.1b Participate in discussions about grade-level/ age-appropriate topics and text. Follow rules of discussion. Ask or answer questions to contribute to the discussion.</p>	<p>SL.68.1c Participate in discussions about grade-level/age-appropriate topics or text. Follow rules of discussion. Ask or answer questions about the topic.</p>
<p>SL 8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.68.4a Communicate effectively about a topic, providing facts and details to support an idea or opinion.</p>	<p>SL.68.4b Communicate effectively to present information sequentially about a selected topic.</p>	<p>SL.68.4c Communicate information about a selected topic, experience or event.</p>
<p>LA 6.1. Demonstrate command of the</p>	<p>L.68.1a Demonstrate conventions</p>	<p>L.68.1b Communicate using the</p>	<p>L.68.1c Communicate using words,</p>

<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>of grammar when writing or speaking by creating simple, compound and complex sentences.</p>	<p>conventions of standard English grammar, including the use of:</p> <p>Common nouns, verbs and pronouns;</p> <p>Prepositions (e.g., <i>between</i>, <i>among</i>);</p> <p>Adjectives and adverbs (e.g., <i>quickly</i>, <i>always</i>);</p> <p>and Simple and compound sentences.</p>	<p>phrases or sentences during writing and speaking.</p>
<p>LA 6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>L.68.2a Generate sentences using correct capitalization, punctuation (including commas) and spelling rules.</p>	<p>L.68.2b Generate a simple sentence with beginning capitalization and ending punctuation; spell familiar words.</p>	<p>L.68.2c Identify capital letters and ending punctuation in sentences.</p>
<p>LA 6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.</p>	<p>L.68.3b Use conventions of language to generate simple sentences when speaking or writing.</p>	<p>L.68.3c Use language to share an idea with others.</p>

<p>LA 7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>L.68.1a Demonstrate conventions of grammar when writing or speaking by creating simple, compound and complex sentences.</p>	<p>L.68.1b Communicate using the conventions of standard English grammar, including the use of: Common nouns, verbs and pronouns; Prepositions (e.g., between, among); Adjectives and adverbs (e.g., quickly, always); and Simple and compound sentences.</p>	<p>L.68.1c Communicate using words, phrases or sentences during writing and speaking.</p>
<p>LA 7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p>L.68.2a Generate sentences using correct capitalization, punctuation (including commas) and spelling rules.</p>	<p>L.68.2b Generate a simple sentence with beginning capitalization and ending punctuation; spell familiar words.</p>	<p>L .68.2c Identify capital letters and ending punctuation in sentences.</p>
<p>LA 7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and</p>	<p>L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.</p>	<p>L.68.3b Use conventions of language to generate simple sentences when speaking or writing.</p>	<p>L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.</p>

<p>LA 8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>L.68.1a Demonstrate conventions of grammar when writing or speaking by creating simple, compound and complex sentences.</p>	<p>L.68.1b Communicate using the conventions of standard English grammar, including the use of: Common nouns, verbs and pronouns; Prepositions (e.g., between, among); Adjectives and adverbs (e.g., quickly, always); and Simple and compound sentences.</p>	<p>L.68.1c Communicate using words, phrases or sentences during writing and speaking.</p>
<p>LA 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>L.68.2a Generate sentences using correct capitalization, punctuation (including commas) and spelling rules.</p>	<p>L.68.2b Generate a simple sentence with beginning capitalization and ending punctuation; spell familiar words.</p>	<p>L.68.2c Identify capital letters and ending punctuation in sentences.</p>
<p>LA 8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.</p>	<p>L.68.3b Use conventions of language to generate simple sentences when speaking or writing.</p>	<p>L.68.3a Use conventions of language to generate sentences specific to the purpose when speaking or writing.</p>

Math Standards			
General Standard	Most	Complexity	Least
<p>G.6.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world</p>	<p>G.68.1a Demonstrate that the area of a right triangle is $1/2 \times \text{length} \times \text{height}$ (e.g., two same right triangles combined make a rectangle and the area of a triangle is half the area of the rectangle it can be composed into).</p>	<p>G.68.1b Demonstrate that the area of all rectangles is $\text{length} \times \text{width}$ (e.g., multiply side lengths to find the area of rectangles with whole-number side lengths).</p>	<p>G.68.1c Find the area of rectangles and triangles with whole-number side lengths by counting unit squares.</p>
<p>G.6.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>G.68.2a Find the area of triangles, quadrilaterals and polygons by decomposing into triangles and rectangles (e.g., the area of a trapezoid can be found by decomposing into a rectangle and triangles).</p>	<p>G.68.2b Find the area of rectilinear figures by decomposing them into non-overlapping parts and using the $\text{length} \times \text{width}$ formula to find the areas and then sum together to find the total area of the figure.</p>	<p>G.68.2c Find the area of figures by counting unit squares.</p>
<p>G7.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>G.68.6a Solve problems involving scaled drawings of figures (e.g., if a triangle is drawn on a coordinate plane, what will be the length of one of the sides if the triangle is increased by a factor of 2?).</p>	<p>G.68.6b Identify the scaled drawing of a geometric figure (e.g., which shape is twice the size of another shape).</p>	<p>G.68.6c Identify polygons drawn on a coordinate plane (e.g., square, rectangles, quadrilaterals, triangles (isosceles, right, scalene, obtuse)).</p>

<p>G7.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>G.68.5a Recognize that the volume of a right rectangular prism can be found by multiplying the height by the area of the base (i.e., show that volume = length × width × height or base × height).</p>	<p>G.68.5b Demonstrate that unit cubes can be used to build figures that have volume and determine the volume of a figure.</p>	<p>G.68.5c Find the volume of a right rectangular prism (e.g., count the number of unit cubes it takes to fill a rectangular prism).</p>
<p>NS6.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i></p>	<p>NS.68.1a Recognize that dividing a whole number by a fraction is to invert the fraction and then multiply (e.g., 2 divided by $1/3 = 2 \times 3/1 = 6$)</p>	<p>NS.68.1b Recognize that dividing a whole number by a fraction is separating the whole into the required fractional parts and counting how many parts are in the total (e.g., 1 divided by $1/3$ means divide the whole into 3 equal pieces and count the parts to arrive at 3).</p>	<p>NS.68.1c Recognize a fraction as the division of the numerator by the denominator using unit fractions (e.g., use a model to show that $1/3$ means dividing a whole into 3 equal parts).</p>
<p>NS6.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>NS.68.4a Solve real-world problems involving positive and negative numbers (e.g., temperatures, elevations, distance from a fixed point (map reading)).</p>	<p>NS.68.4b Solve problems involving positive and negative numbers using a number line (e.g., temperatures, distances from a fixed point).</p>	<p>NS.68.4c Locate a given positive or negative number on a number line.</p>

<p>NS6.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>NS.68.5a Recognize the effects of multiplying and dividing with negative numbers (e.g., $-2 \times -4 = 8$).</p>	<p>NS.68.5b Recognize that the absolute value of a rational number is how far it is from 0 on the number line (i.e., plot a number and its opposite on a number line and recognize that they are equidistant from zero).</p>	<p>NS.68.5c Recognize that addition means move to the right and subtraction means move to the left on a number line.</p>
<p>EE.8.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p>	<p>EE.68.5a Identify the slope of a line.</p>	<p>EE.68.5b Determine whether a line has a positive, a negative or no slope.</p>	<p>EE.68.5c Determine whether the line is increasing (going up), decreasing (going down) or flat.</p>

<p>EE.8.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>	<p>EE.68.5a Identify the slope of a line.</p>	<p>EE.68.5b Determine whether a line has a positive, a negative or no slope.</p>	<p>EE.68.5c Determine whether the line is increasing (going up), decreasing (going down) or flat.</p>
<p>SP.6.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p>	<p>SP.68.1a Compute the mean, the median and the mode of a data set involving numbers less than 50 (e.g., number of rainy days in a month).</p>	<p>SP.68.1b Compute the median and the mode of a data set involving numbers less than 50 (e.g., summer days over 90 degrees).</p>	<p>SP.68.1c Interpret information from a given or collected data set (e.g., given a tally chart showing the favorite colors of the students in Joe's math class, determine which color was the most/least favorite).</p>
<p>SP.6.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>	<p>SP.68.1a Compute the mean, the median and the mode of a data set involving numbers less than 50 (e.g., number of rainy days in a month).</p>	<p>SP.68.1b Compute the median and the mode of a data set involving numbers less than 50 (e.g., summer days over 90 degrees).</p>	<p>SP.68.1c Interpret information from a given or collected data set (e.g., given a tally chart showing the favorite colors of the students in Joe's math class, determine which color was the most/least favorite).</p>
<p>SP.6.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	<p>SP.68.1a Compute the mean, the median and the mode of a data set involving numbers less than 50 (e.g., number of rainy days in a month).</p>	<p>SP.68.1b Compute the median and the mode of a data set involving numbers less than 50 (e.g., summer days over 90 degrees).</p>	<p>SP.68.1c Interpret information from a given or collected data set (e.g., given a tally chart showing the favorite colors of the students in Joe's math class, determine which color was the most/least favorite).</p>
<p>SP.7.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>(Not represented in extensions)</p>	<p>(Not represented in extensions)</p>	<p>(Not represented in extensions)</p>

<p>SP.7.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>	(Not represented in extensions)	(Not represented in extensions)	(Not represented in extensions)
<p>SP.7.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>	(Not represented in extensions)	(Not represented in extensions)	(Not represented in extensions)
<p>SP.7.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>	(Not represented in extensions)	(Not represented in extensions)	(Not represented in extensions)
<p>SP.7.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>SP.68.3a Understand a probability of 0 as impossible, 1 as certain, near 0 as unlikely, near 1 as likely and near $\frac{1}{2}$ as equally likely.</p>	<p>SP.68.3b Determine the probability of an event occurring as likely, unlikely, certain or impossible.</p>	<p>SP.68.3c Determine the probability of an event occurring as likely or unlikely.</p>
<p>SP.7.6. Approximate the probability of a</p>	<p>SP.68.3a Understand a probability</p>	<p>SP.68.3b Determine the probability</p>	<p>SP.68.3c Determine the probability of</p>

<p>chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>	<p>of 0 as impossible, 1 as certain, near 0 as unlikely, near 1 as likely and near 1/2 as equally likely.</p>	<p>of an event occurring as likely, unlikely, certain or impossible.</p>	<p>an event occurring as likely or unlikely.</p>
<p>SP.7.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if an Investigate patterns of association in bivariate data.</i></p> <ol style="list-style-type: none"> 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, 	<p>SP.68.3a Understand a probability of 0 as impossible, 1 as certain, near 0 as unlikely, near 1 as likely and near 1/2 as equally likely.</p>	<p>SP.68.3b Determine the probability of an event occurring as likely, unlikely, certain or impossible.</p>	<p>SP.68.3c Determine the probability of an event occurring as likely or unlikely.</p>

<p>interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr. as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p>4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? 53 student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>			
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<p>Daily Living and Technology</p>			
<p>General Standard</p>	<p>Most</p>	<p>Complexity</p>	<p>Least</p>

Step 2			
Activity	S. Studies/Science	Math	Language Arts
1. Study of types and layers of rocks (Science)	ESS.6.1,2,3 HIS6.2 GEO.6.1, GEO6.2, GEO.6.4		RL.6.1, RL.7.1, RL.8.1 IT.6.1, IT.6.2, IT.7.1, IT.7.2, IT.8.1, IT.8.2 SL.6.1, 7.1, 8.1
2. Historic timeline (AD and BC) (Math)	HIS6.1, GEO6.2, GEO8.1	NS.6.5, NS.6.6	SL.6.1, 7.1, 8.1
3. Study of cultures: India, Egypt, Mesopotamia, China, Greece and Rome (Social Studies)	HIS6.2, HIS7.1, HIS7.2 GOV.6.2 GEO6.1, GEO6.2, GEO6.4, GEO7.1 ECON.6.1, ECON6.2	population, story problems based on info from SS and ELA NS.6.1 SP.7.1, SP.7.2	RL.6.1, RL.7.1, RL.8.1 SL.6.1, 7.1, 8.1
4. Study of Professions (cartographer, archaeologist, geologist)(Daily Living)	HIS7.1, GEO6.1, GEO6.2, GEO8.1		SL.6.1, 7.1, 8.1
Oral Presentation/compare and contrast/research	HIS8.1 GEO6.2, GEO7.1	SP.6.1, SP.6.2, SP.6.3 SP.7.3, SP.7.4	RL.6.1, RL6.2, RL.7.1, RL.7.2, RL.8.1, RL.8.2 WR.6.1, 6.4, 6.6,6.7, 6.9, 6.10, 7.1, 7.4, 7.6, 7.7, 7.9, 7.10,8.1, 8.4, 8.6, 8.7, 8.9, 8.10

	GOV7.1 GEO.8.1 ECON.6.2, ECON.7.1		SL.6.1, 7.1, 8.1 SL.6.4, 7.4, 8.4 L.6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3 IT.6.13, IT.7.7, IT.8.1, IT.8.2
5. (math activity related to economics)	GEO6.2, GEO7.1 ECON.6.1, ECON.6.2, ECON.7.1		SL.6.1, 7.1, 8.1
6. building scale models (math)		G.6.1, G.6.2 G.7.1, G.7.6 EE.8.5, EE.8.6	SL.6.1, 7.1, 8.1

Step 4	
<p>Activity Timeline</p> <p>Week 1: Mesopotamia, Scale model; intro vocab/skills; igneous rock; intro of “profession” ~what is it? What do they know?</p> <p>Week 2: Egypt; scale model cont. building model; igneous rock ~writing; study of the different types of professions in regards to the unit</p> <p>Week 3: India; story/pop. math supporting SS content through math; metamorphic rock; continuing professions and starting to choose a debate topic about professions</p> <p>Week 4: China; economics content in math and functional skills to support social studies; metamorphic rock ~writing; debate skills supporting ELA</p> <p>Week 5: Greece; timelines; sedimentary rock; debate skills supporting ELA</p> <p>Week 6: Rome; sedimentary rock ~writing:</p>	<p>Website Resources</p>

debate skills supporting ELA	
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