

**Sterling Middle School Scope and Sequence**

<b>Humanities</b>	Cycle 1 Theme: Identity & Character	Cycle 2 Theme: Connections & Associations	Cycle 3 Theme: Conflict and Change	Cycle 4 Theme: Explorations and Discovery	Cycle 5 Theme: Forces and Change	Cycle 6 Theme: Power and Potential
<b>Central Question(s)</b>	Who am I? How does my story fit into the story of the universe? What does it mean to be human?	What does it mean to belong? What is culture? What were some of the differences and similarities of ancient human societies? What were some of the accomplishments and challenges of life in ancient civilizations? How do humans use stories (myths, legends, and folktales) to make sense of life?	How do debates help societies make decisions regarding the future? What is change and how does it impact us? What are persuasive techniques and how do I use them in my writing and speaking? Why do persuasive techniques work? What convinces people to change their minds?	What are the positive and negative impacts of global interconnection? How did the characteristics of societies in the four world zones change after oceanic travel and the development of more global networks?	To what extent has the Modern Revolution been a positive or negative force? What are the positive and negative impacts of interconnection and acceleration?	What are some of the important human and environmental issues that affect the future of our species and the biosphere? What is your proposed vision of the future based on current understandings of the past?
<b>Big History Focus</b>	Intro to Big History - Claim Testers, Scale, Early Humans & Collective Learning	Agriculture & Complex Societies	Expansion & Interconnections	Great Global Convergence	Modern Revolution/Industrialism	Modern World & The Future
<b>Skills</b>	Personal Essay Writing, Historical Thinking Skills (Claim Testing, Causation, Scale), Annotation, ACE Constructed Response, Central Idea, Sentence Formation, Intro to Socratic Seminar	<i>In addition to the previous cycle's skills:</i> Research & Historical Thinking Skills, Skills, Narrative/Creative Writing, Paragraphing & Revision, Socratic Seminar	Argument & Debate, Public Speaking	TBD	Primary Sources, Debate, Research & Historical Thinking Skills, Argument Writing, Multi-Paragraph Writing & Summary, Socratic Seminar	Persuasive Writing & Public Speaking
<b>Reading</b>	Personal Reading Focus, Essay Immersion	Myths/Whole Class Fiction Novel	Book Clubs (Choices TBD)	Personal Reading Focus, TBD	Historical Fiction Novel Lit. Circles	Personal Reading Focus, TBD
<b>Summative Evaluation</b>	Constructed Response & Annotation, Essay final draft, & reading trackers, book reviews	Mythological Journey Project, Seminar Evaluations, Annotation & Reading Response	Argument Analysis, Debate Preparation	TBD	Museum of the Modern Revolution Project (Informational, Persuasive Writing, Multi-media project)	TED Talks
<b>NC Language Arts Standards</b>	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i> Focus on Narrative Writing (W.2) & Expository Writing (W.3).	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i> Focus on Narrative Writing (W.2)	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i> Focus on Argument Writing (W.1).	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i>	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i> Focus on Informative (W.2) and Multigenre Writing (W.3).	Reading (RL.1-10 & RI.1-10), grammar (L.1-6), speaking & listening (SL.1-5), and research (W.4-6) standards <i>integrated within every block.</i>
<b>NC Social Studies Standards</b>	C.1. Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions, H.1 Use historical thinking to analyze various modern societies.	<i>In addition to previous block's standards:</i> 7.B.1 Understand how individual and group values and beliefs have influenced various cultures. 7.G.1 Understand ways in which geographical factors influence societies. 7.H.1 Evaluate historical and current events from a variety of perspectives. 7.E.1 Understand the economic activities of modern societies and regions. 7.C&G.1 Analyze modern governmental systems in terms of conflict and change.	<i>In addition to previous block's standards:</i> 7.H.2 Understand the implications of global interactions, G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions, 7.G.2 Apply the tools of a geographer to understand modern societies and regions.	<i>In addition to previous block's standards:</i> 7.H.2 Understand the implications of global interactions, G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions, 7.G.2 Apply the tools of a geographer to understand modern societies and regions.	<i>In addition to previous blocks' standards:</i> E.1 Understand the economic activities of modern societies and regions, 7.C&G.1 Understand the development of government in modern societies and regions. 8.C&G.2 Evaluate the effectiveness of societal reforms. 8.H.2 Understand how innovation and change have impacted the development of North Carolina and the nation.	<i>In addition to previous blocks' standards:</i> 8.C&G.2 Understand the role that citizen participation plays in societal change. H.3 Understand the factors that contribute to change and continuity (including NC/US)