

## Advanced Skills: Grade 6 World Studies

| <i>Thinking</i>         |   | <i>Reading</i>   |  | <i>Writing</i>  |  |
|-------------------------|---|--|--|---|--|
| Unit                    | <i>Historical Thinking</i>  | <i>Source Analysis</i>   |  | <i>Writing Focus</i>  |  |
| <b>Advanced<br/>6.1</b> | <p><b><i>Identifying Patterns</i></b></p> <ul style="list-style-type: none"> <li>identifying patterns helps make sense of information</li> </ul> <p><b><i>Evidence</i></b></p> <ul style="list-style-type: none"> <li>evidence is needed to draw conclusions and support generalizations about history</li> </ul> | <p><b><i>Content</i></b></p> <ul style="list-style-type: none"> <li>analyzing an artifact to determine similarities, patterns, and limitations</li> <li>distinguishing between primary and secondary sources of evidence</li> <li>analyzing a document for author/creator and main idea</li> </ul>                                     |  | <p><b><i>Writing Focus</i></b></p> <ul style="list-style-type: none"> <li>using appropriate evidence to support a generalization</li> </ul>           |  |
| <b>Advanced<br/>6.2</b> | <p><b><i>Sources of Evidence</i></b></p> <ul style="list-style-type: none"> <li>using multiple sources of evidence provides support for generalizations.</li> </ul>   | <p><b><i>Comparisons</i></b></p> <ul style="list-style-type: none"> <li>analyzing multiple sources of evidence to identify similarities and differences.</li> </ul>  |  | <p><b><i>Writing Focus</i></b></p> <ul style="list-style-type: none"> <li>using multiple sources of evidence to support a thesis statement</li> </ul> |  |
| <b>Advanced<br/>6.3</b> | <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>clarifying understanding and expanding learning</li> </ul>  | <p><b><i>Historical Questioning</i></b></p> <ul style="list-style-type: none"> <li>formulating historical questions from encounters with historical documents</li> </ul> <p><b><i>Point of View</i></b></p> <ul style="list-style-type: none"> <li>analyzing a document for the opinions, beliefs, and values of its author</li> </ul> |  | <p><b><i>Writing Focus</i></b></p> <ul style="list-style-type: none"> <li>generating research questions to investigate and write about</li> </ul>     |  |
| <b>Advanced<br/>6.4</b> | <p><b><i>Source Evaluation</i></b></p> <ul style="list-style-type: none"> <li>evaluating point of view to make judgments about how a document could be used</li> </ul>  | <p><i>All source analysis skills from previous units</i></p>   |  | <p><i>All writing skills from previous units.</i></p>   |  |

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|-----------------|--|--|---|
| Unit            | <i>Historical Thinking</i>   | <i>Source Analysis</i>   | <i>Writing Focus</i>  |
| Advanced<br>7.1 | <p><i>Categorizing Evidence</i></p> <ul style="list-style-type: none"> <li>evidence can be sorted in multiple ways</li> <li>sorting evidence helps make sense of data</li> </ul>   | <p><i>Content</i></p> <ul style="list-style-type: none"> <li>analyzing a document for main idea, inferences, and limitations.</li> </ul>   | <p><i>Writing Focus</i></p> <ul style="list-style-type: none"> <li>using appropriate evidence to support a generalization</li> </ul>        |
| Advanced<br>7.2 | <p><i>Multiple Perspectives</i></p> <ul style="list-style-type: none"> <li>people view events and issues differently based on their experiences and culture.</li> <li>investigating multiple perspectives deepens a person's understanding of events and issues</li> </ul> | <p><i>Perspective</i></p> <ul style="list-style-type: none"> <li>analyzing a document for the purpose, opinions, beliefs, and values of its author</li> </ul>  | <p><i>Writing Focus</i></p> <ul style="list-style-type: none"> <li>supporting an opinion that acknowledges multiple perspectives</li> </ul> |
| Advanced<br>7.3 | <p><i>Evaluation of Evidence for Relevance</i></p> <ul style="list-style-type: none"> <li>evidence is selected and evaluated to support a particular point of view</li> <li>the value of evidence depends on its source and purpose</li> </ul>                             | <p><i>Context</i></p> <ul style="list-style-type: none"> <li>analyzing a document by considering how the time and place of its origin affect its content</li> </ul>  | <p><i>Writing Focus</i></p> <ul style="list-style-type: none"> <li>integration of all Grade 7 writing skills</li> </ul>                     |
| Advanced<br>7.4 | <p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> <li>Historians reconstruct history from evidence</li> <li>Historical narratives reflect an interpretation that many change over time</li> </ul>   | <p><i>Comparisons</i></p> <ul style="list-style-type: none"> <li>analyzing multiple sources of evidence for corroborations or contradictions</li> <li>investigating discrepancies among sources</li> </ul> | <p><i>Writing Focus</i></p> <ul style="list-style-type: none"> <li>integration of all Grade 7 writing skills</li> </ul>                     |

## Advanced Skills: Grade 8 US History

| <i>Advanced Grade 8 US History</i> |   |  |  |   |
|------------------------------------|---|--|--|---|
| <b>Unit</b>                        | <b><i>Historical Thinking</i></b>   | <b><i>Source Analysis</i></b>  | <b><i>Writing Focus</i></b>  | <b><i>Learning Skill</i></b>  |
| <b>8.1</b>                         | <p><b><i>Categorizing Evidence</i></b></p> <ul style="list-style-type: none"> <li>evidence can be sorted in multiple ways</li> <li>sorting evidence helps make sense of data.</li> </ul> <p><b><i>Multiple Perspectives</i></b></p> <ul style="list-style-type: none"> <li>people view events and issues differently based on their experiences and culture.</li> <li>investigating multiple perspectives deepens a person’s understanding of events and issues</li> </ul>                                | <p><b><i>Content</i></b></p> <ul style="list-style-type: none"> <li>analyzing a document for main idea, inferences, and limitations</li> </ul> <p><b><i>Perspective</i></b></p> <ul style="list-style-type: none"> <li>analyzing a document for the purpose, opinions, beliefs, and values of its author</li> </ul> <p><b><i>Corroboration</i></b></p> <ul style="list-style-type: none"> <li>analyzing multiple sources of evidence for corroborations or contradictions</li> <li>investigating discrepancies among sources</li> </ul> <p><b><i>Context</i></b></p> <ul style="list-style-type: none"> <li>analyzing a document by considering how the time and place of its origin affect its content</li> </ul> | <p><b><i>Writing</i></b></p> <p>Teachers use writing opportunities to assess student skills in:</p> <ul style="list-style-type: none"> <li>developing thesis statements</li> <li>supporting thesis statements with evidence</li> <li>determining relevance of evidence</li> <li>completing a paragraph within a specific time limit</li> </ul>   | <p><b><i>Note-Taking</i></b></p> <ul style="list-style-type: none"> <li>use a variety of note-taking strategies to enhance retention of class lectures and textbook reading</li> </ul>  |
| <b>8.2</b>                         | <p><b><i>Evaluation of Evidence for Relevance</i></b></p> <ul style="list-style-type: none"> <li>evidence is selected and evaluated to support a particular point of view</li> <li>the value of evidence is influenced by its source</li> </ul> <p><b><i>Historical Interpretation</i></b></p> <ul style="list-style-type: none"> <li>Historians reconstruct history from evidence</li> <li>Historical interpretation is influenced by the author’s perspective, context and selected evidence</li> </ul> | <p><b><i>Source Analysis Skills from 8.1</i></b></p> <p><b><i>Image Analysis</i></b></p> <ul style="list-style-type: none"> <li>interpreting political cartoons, drawings, photographs, propaganda, and other visuals</li> </ul>   | <p><b><i>Task Analysis</i></b></p> <ul style="list-style-type: none"> <li>breaking down a complex prompt into components</li> <li>outlining and planning a response to a complex prompt</li> <li>writing a multi-paragraph essay based on task analysis</li> </ul> <p><b><i>Persuasion</i></b></p> <ul style="list-style-type: none"> <li>formulating a cohesive historical argument supported by evidence in writing and oral debate</li> </ul> | <p><b><i>Reading an Interpretation</i></b></p> <ul style="list-style-type: none"> <li>questioning textbook content and other secondary sources as historical interpretations</li> </ul> |

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| <b>Unit</b> | <b><i>Historical Thinking</i></b>  | <b><i>Source Analysis</i></b>  | <b><i>Writing Focus</i></b>   | <b><i>Learning Skill</i></b>   |
|-------------|--|--|---|--|
| <b>8.3</b>  | <p><b><i>Identifying Patterns</i></b></p> <ul style="list-style-type: none"> <li>• identifying patterns helps make sense of information</li> <li>• connections, similarities, and differences exist across eras and circumstances</li> </ul> <p><b><i>Analyzing Current Events</i></b></p> <ul style="list-style-type: none"> <li>• identifying and formulating a position on an issue</li> <li>• justifying a course of action on a issue</li> <li>• evaluating the consequences of a course of action on an issue</li> </ul> | <p><b><i>Interpreting Statistics</i></b></p> <ul style="list-style-type: none"> <li>• interpret statistics in graphs and charts</li> <li>• understand the uses, limitations and misuse of statistics</li> <li>• use statistical information to support a historical narrative</li> </ul> | <p><b><i>Writing DBQs</i></b></p> <ul style="list-style-type: none"> <li>• formulating a thesis statement supported by evidence</li> <li>• defending a thesis statement in a multi-paragraph essay</li> </ul> | <p><b><i>Information Literacy</i></b></p> <ul style="list-style-type: none"> <li>• accessing information efficiently and effectively</li> <li>• evaluating information critically</li> <li>• using information accurately and creatively for an issue</li> </ul> |
| <b>8.4</b>  | <p><b><i>Multiple Causation</i></b></p> <ul style="list-style-type: none"> <li>• Identifying and evaluating the many factors and circumstances that contribute to the development of historical events</li> </ul>  | No new skills  | No new skills   | No new skills  |