

Humanities Scope & Sequence

MIDDLE SCHOOL HUMANITIES S&S

	YEAR 1	YEAR 2	YEAR 3
QUEST 1	How will we tell the story of the pandemic?	How can we as podcasters persuade adults to let kids read banned books?	Who am I?
Key Topics & Outcomes	Dystopian texts, personal narrative, Museum/gallery opening	Fiction, argumentative writing, podcast listening party	Personal narrative/ speech, details, summaries
Excursion(s)	OMCA	Skyline Studios	Rockridge Library
QUEST 2	How can we prevent and respond to discrimination?	What makes a good historical fiction novel and how can we write our own for NaNoWriMo?	Who is to blame for the Salem Witch Trials?
Key Topics & Outcomes	Nonfiction texts, informational writing, activist art	Hist Fiction, narrative writing, author reading event	Reading <i>The Crucible</i> , citing textual evidence, historical causation, argumentative writing, evidence, mock trial
Excursion(s)	China Camp Village	Alcatraz, Mrs. Dalloway's	University of SF Law School
QUEST 3	What's the problem with the 'buy now' button?	How can we share the history of Disability Rights in the Bay Area?	How can we use music to represent literary themes?
Key Topics & Outcomes	Nonfiction texts, argumentative writing, board game creation	Nonfiction & memoir, informational writing, piece of tactile art	Literary analysis, literary playlist, themes, central ideas, literary discussions
Excursion(s)	Urban Ore	DCC @ UC Berkeley, Ed Roberts Campus	SF Symphony open rehearsal
QUEST 4	How can we educate others about the historical impacts of war on women & kids while raising support for Ukraine?	How can we create maps to represent lessons learned from golden age civilizations and/or from their falls, and why do those lessons matter to us today?	What is the recipe for a revolution?
Key Topics & Outcomes	Nonfiction texts, informational writing, Fundraising campaign + mural creation	Primary and secondary sources, research, argumentative writing, world history perspective, map making & presentation	Historical causation, knowledge of the transatlantic revolutions, informational writing, writing voice, parody, satire, primary sources
Excursion(s)	The Rosie the Riveter Museum	OMCA, Albany Bulb	Letterform Archive, USS Hornet Sea, Air & Space

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			Museum
QUEST 5	How can we use poetry to promote environmental and wildlife conservation in our community?		WWI (driving question tba)
Key Topics & Outcomes	Poetry, written portfolio of 5-7 poems, writing workshop		Writing workshop, Poetry portfolio, historical causation
Excursion(s)	Lindsay Wildlife Refuge		
<p>Standards: CA CCSS, College, Career, and Civic Life Standards, Social Justice Standards, Habits of Mind Curricular resources: Achievement First, Facing History, The Reading and Writing Project by Teachers College of Columbia University, PBL Works</p>			

MIDDLE SCHOOL STEM S&S

	YEAR 1	YEAR 2	YEAR 3
QUEST 1	How can we use data to reduce our families' impact on the environment?	How can nature inform robotics?	How can we communicate the relationships between the sun, moon, and earth?
Key Topics & Outcomes	Understand climate change, greenhouse gasses water cycle, watershed and water conservation, create a presentation on how our family and community can make change	Physical computing, animal adaptations	Cyclic patterns of lunar phases, eclipse of the sun and moon, seasons, roles of gravity in motions within galaxies and the solar system, scale properties of objects in the solar system, communicate relationships via manipulatives or books
Excursion(s)	Friends of Sausal Creek (Diamond Park), Wastewater Treatment Plant	The Tech Museum Robotics	Chabot Space and Science Center, California Academy of Sciences
QUEST 2	How can design make a difference?	How can we develop, market, and brand an energy bar that is healthy for teens?	Should clean water be Free?
Key Topics & Outcomes	Engineering design process, understand designing	Food science, nutrition, food bar, present bars,	The roles of water in Earth's surface, renewable and

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	for users needs, creating scale models, create a model of a tiny home	recipes, logos and nutritional information	non renewable resources, persuasive essay
Excursion(s)	EBHC & Lakeview Village	Nutritionist, Michelle Dwyer Clif Bar Product Developer, Alex Funk Firebrand Breads, Eating Disorders, Nicole Laby Product Marketing, Mike Woolson	Water testing at Lake Merritt
QUEST 3	How do machines make work easier?	Why do native plants and animals matter?	How do we protect the things and people we care about from collisions?
Key Topics & Outcomes	Simple machines, compound machines, mechanical advantage, energy transfer, create a change reaction machine for the annual Rube Goldberg Challenge	Native gardening, ecosystems and disruptions, create a native garden plan	Newton's law of motion, energy, relationships of kinesthetic energy to the mass of an object and to the speed of an object, protective prototype, engineering brief
Excursion(s)	Exploratorium: Tinkering Studio (Exhibit Designer: Jessica Strick)	Lawrence Hall of Science	iFly (STEM physics lesson), The Pinball Museum
QUEST 4	How can engineering be used in making art?	What can we learn about cells and DNA and teach to others?	How do waves impact our lives?
Key Topics & Outcomes	Programming concepts (events, sequence, loops, procedures, variables), use a fabrication tool such as a vinyl cutter, design an art piece using scratch, Turtle Art or TinkerCAD	Inheritance of traits, create a paper pet based on dominant and recessive traits, create a representation of the offspring between two organisms.	Waves and electromagnetic radiation, understanding how waves are transmitted, reflected or absorbed, analog and digital signals, longitudinal and transverse waves, create structure that can survive and earthquake (social factors), engineering brief
Excursion(s)	Engineered Artworks at Seaport Studios	DNA Lab at the Tech Penumbra, Virtual field trip with DNA Learning Center	Exploratorium (STEM lesson), USS Hornet
QUEST 5	Where does food come from and why does it matter?	Driving Question: TBA	How can we design protective wear that eliminates risks, from chemical reactions, for Biolab workers?
Key Topics & Outcomes	Food miles, food survey for a day, design an urban	TBA	Chemical reactions, conservation of mass,

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	garden		thermal energy, chemical processes, research paper, biosuit fashion
Excursion(s)	Community Farm	TBA	Fire Department, Science Lab, TBA

Standards: [NGSS](#), [Social Justice Standards](#), [Habits of Mind](#)

Curricular resources: [PBL Works](#), [Generation Genius](#), [Khan Academy](#), [PhET Simulations](#)