



Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# **SOCIAL STUDIES**

## **Georgia**

### **Standards of Excellence (GSE)**

#### **Grade 6 – Grade 8**

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## **Sixth Grade**

### **Latin America, the Caribbean and Canada, Europe, and Australia**

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

### **Latin America and Canada**

#### **Historical Understandings**

##### **SS6H1 Explain conflict and change in Latin America.**

- a. Describe the influence of African slavery on the development of the Americas.
- b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- c. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.
- d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

##### **SS6H2 Describe Quebec's independence movement.**

#### **Geographic Understandings**

##### **SS6G1 Locate selected features of Latin America.**

- a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
- b. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

## Social Studies Georgia Standards of Excellence

### **SS6G2 Explain the impact of environmental issues in Latin America.**

- a. Explain the causes and effects of air pollution in Mexico City, Mexico.
- b. Explain the environmental issue of destruction of the rain forest in Brazil.

### **SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.**

- a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

### **SS6G4 Locate selected features of Canada.**

- a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.
- b. Locate on a world and regional political-physical map Canada and the province of Quebec.

### **SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

- a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

### **SS6G6 Explain the impact of environmental issues in Canada.**

- a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.
- b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

## **Government/Civic Understandings**

### **SS6CG1 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

### **SS6CG2 Explain citizen participation in the Canadian government.**

- a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

## Social Studies Georgia Standards of Excellence

### Economic Understandings

#### **SS6E1 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.

#### **SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the functions of the North American Free Trade Agreement (NAFTA).

#### **SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

#### **SS6E4 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Describe the economic system of Canada.

## Social Studies Georgia Standards of Excellence

### **SS6E5 Give examples of how voluntary trade benefits buyers and sellers in Canada.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the functions of the North American Free Trade Agreement (NAFTA).

### **SS6E6 Describe factors that influence economic growth and examine their presence or absence in Canada.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

## Europe

### Historical Understandings

#### **SS6H3 Explain conflict and change in Europe.**

- a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.
- b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.
- c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

### Geographic Understandings

#### **SS6G7 Locate selected features of Europe.**

- a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.
- b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

## Social Studies Georgia Standards of Excellence

### **SS6G8 Explain environmental issues in Europe.**

- a. Explain the causes and effects of acid rain in Germany.
- b. Explain the causes and effects of air pollution in the United Kingdom.
- c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

### **SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.**

- a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

### **SS6G10 Describe selected cultural characteristics of Europe.**

- a. Describe the diversity of languages spoken within Europe.
- b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

## **Government/Civic Understandings**

### **SS6CG3 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

## **Economic Understandings**

### **SS6E7 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

### **SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Describe the purpose of the European Union and the relationship between member nations.

## Social Studies Georgia Standards of Excellence

**SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

## Australia

### Historical Understandings

**SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.**

### Geographic Understandings

**SS6G11 Locate selected features of Australia.**

- a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.

**SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**

- a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

### Government/Civic Understandings

**SS6CG4 Explain forms of citizen participation in government.**

- a. Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

## Social Studies Georgia Standards of Excellence

### Economic Understandings

#### **SS6E10 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Describe the economic system used in Australia.

#### **SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.**

- a. Explain how specialization makes trade possible between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currency between nations.

#### **SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

#### **SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.**

- a. Understand that income is received from work and is limited.
- b. Understand that a budget is a tool to plan the spending and saving of income.
- c. Understand the reasons and benefits of saving.
- d. Understand the uses and costs of credit.

## Social Studies Georgia Standards of Excellence

### Map and Globe Skills

**GOAL:** The student will use maps to retrieve social studies information.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

## Social Studies Georgia Standards of Excellence

### Information Processing Skills

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8</b>
<b>➤ Key Ideas and Details</b>
<b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
<b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>L6-8RHSS3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>➤ Craft and Structure</b>
<b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>➤ Integration of Knowledge and Ideas</b>
<b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
<b>L6-8RHSS9:</b> Analyze the relationship between a primary and secondary source on the same topic.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L6-8RHSS10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>➤ Research to Build and Present Knowledge</b>
<b>L6-8WHST7:</b> 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.
<b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.
<b>➤ Range of Writing</b>
<b>L6-8WHST10:</b> Write routinely over extended time frames (time for 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.

## **Seventh Grade**

### **Africa, Southwest Asia (Middle East), Southern and Eastern Asia**

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

## **Africa**

### **Historical Understandings**

#### **SS7H1 Analyze continuity and change in Africa.**

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
- b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.
- c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

### **Geographic Understandings**

#### **SS7G1 Locate selected features of Africa.**

- a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

## Social Studies Georgia Standards of Excellence

### **SS7G2 Explain environmental issues across the continent of Africa.**

- a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
- b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- c. Explain the impact of desertification on the environment of Africa.

### **SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

- a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.

### **SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.**

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within African ethnic groups.

## **Government/Civic Understandings**

### **SS7CG1 Compare and contrast different forms of citizen participation in government.**

- a. Explain the role of citizen participation in autocratic and democratic governments.
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

### **SS7CG2 Analyze how government instability in Africa impacts standard of living.**

- a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.

## **Economic Understandings**

### **SS7E1 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

## Social Studies Georgia Standards of Excellence

### **SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

### **SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of natural resources affects the economic development of Africa.
- e. Describe the role of entrepreneurship.

## **Southwest Asia (Middle East)**

### **Historical Understandings**

#### **SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
- b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).
- d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.

## Social Studies Georgia Standards of Excellence

### Geographic Understandings

#### **SS7G5 Locate selected features in Southwest Asia (Middle East).**

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea.
- b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

#### **SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).**

- a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.

#### **SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).**

- a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

#### **SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

### Government/Civic Understandings

#### **SS7CG3 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

## Social Studies Georgia Standards of Excellence

### Economic Understandings

#### **SS7E4 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

#### **SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

#### **SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- e. Describe the role of entrepreneurship.

## **Southern and Eastern Asia**

### **Historical Understandings**

#### **SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

- a. Describe how nationalism led to independence in India.
- b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.
- c. Explain the role of the United States in the rebuilding of Japan after WWII.
- d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

### **Geographic Understandings**

#### **SS7G9 Locate selected features in Southern and Eastern Asia.**

- a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
- b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

#### **SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.**

- a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
- b. Explain the causes and effects of air pollution and flooding in India and China.

#### **SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**

- a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

#### **SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

- a. Explain the differences between an ethnic group and a religious group.
- b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

## Social Studies Georgia Standards of Excellence

### Government/Civic Understandings

#### **SS7CG4 Compare and contrast various forms of government.**

- a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

### Economic Understandings

#### **SS7E7 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.

#### **SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

#### **SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

## Social Studies Georgia Standards of Excellence

**SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.**

- a. Understand that income is received from work and is limited.
- b. Understand that a budget is a tool to plan the spending and saving of income.
- c. Understand the reasons and benefits of saving.
- d. Understand the uses and costs of credit.

## Social Studies Georgia Standards of Excellence

### Map and Globe Skills

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**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

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<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
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11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

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## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8</b>
<b>➤ Key Ideas and Details</b>
<b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
<b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>L6-8RHSS3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>➤ Craft and Structure</b>
<b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>➤ Integration of Knowledge and Ideas</b>
<b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
<b>L6-8RHSS9:</b> Analyze the relationship between a primary and secondary source on the same topic.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L6-8RHSS10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>➤ Research to Build and Present Knowledge</b>
<b>L6-8WHST7:</b> 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.
<b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.
<b>➤ Range of Writing</b>
<b>L6-8WHST10:</b> Write routinely over extended time frames (time for 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.

## **Eighth Grade**

### **Georgia Studies**

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

### **Historical Understandings**

#### **SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

#### **SS8H2 Analyze the colonial period of Georgia's history.**

- a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

## Social Studies Georgia Standards of Excellence

### **SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

- a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.
- c. Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
- d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.

### **SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.**

- a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Describe the role of William McIntosh in the removal of the Creek from Georgia.
- e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

### **SS8H5 Analyze the impact of the Civil War on Georgia.**

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
- b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

## Social Studies Georgia Standards of Excellence

### **SS8H6 Analyze the impact of Reconstruction on Georgia.**

- a. Explain the roles of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments in Reconstruction.
- b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
- c. Compare and contrast the goals and outcomes of the Freedmen’s Bureau and the Ku Klux Klan.
- d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
- e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

### **SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.**

- a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

### **SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.**

- a. Describe Georgia’s contributions to World War I.
- b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- c. Describe Eugene Talmadge’s opposition to the New Deal Programs.
- d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.
- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

## Social Studies Georgia Standards of Excellence

### **SS8H9 Describe the role of Georgia in WWII.**

- a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.
- c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

### **SS8H10 Evaluate key post-World War II developments in Georgia.**

- a. Explain how technology transformed agriculture and created a population shift within the state.
- b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.
- c. Describe the relationship between the end of the white primary and the 1946 governor's race.

### **SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

- a. Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission.
- b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

### **SS8H12 Explain the importance of developments in Georgia since the late 20<sup>th</sup> century**

- a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.
- d. Analyze Georgia's role in the national and global economy of the 21<sup>st</sup> Century, with regard to tourism, Savannah port expansion, and the film industry.

## Social Studies Georgia Standards of Excellence

### Geographic Understandings

#### **SS8G1 Describe Georgia’s geography and climate.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Analyze the importance of water in Georgia’s historical development and economic growth.

### Government/Civic Understandings

#### **SS8CG1 Describe the foundations of Georgia’s government.**

- a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.
- b. Explain separation of powers and checks and balances among Georgia’s three branches of government.
- c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.
- d. List voting qualifications for elections in Georgia.
- e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.

#### **SS8CG2 Analyze the role of the legislative branch in Georgia.**

- a. Explain the qualifications for members of the General Assembly and its role as the law-making body of Georgia.
- b. Describe the purpose of the committee system within the Georgia General Assembly.
- c. Explain the process for making a law in Georgia.
- d. Describe how state government is funded and how spending decisions are made.

#### **SS8CG3 Analyze the role of the executive branch in Georgia state government.**

- a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
- b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

## Social Studies Georgia Standards of Excellence

### **SS8CG4 Analyze the role of the judicial branch in Georgia state government.**

- a. Describe the ways that judges are selected in Georgia.
- b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
- c. Explain the difference between criminal law and civil law.
- d. Explain the steps in the adult criminal justice system beginning with arrest.

### **SS8CG5 Explain how the Georgia court system treats juvenile offenders.**

- a. Explain the difference between delinquent and unruly behavior and the consequences of each.
- b. Describe the rights of juveniles involved in the juvenile justice system.
- c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

### **SS8CG6 Analyze the role of local governments in the state of Georgia.**

- a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.
- b. Describe how local government is funded and how spending decisions are made.

## **Economic Understandings**

### **SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.**

- a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.
- b. Explain how the four transportation systems provide jobs for Georgians.

### **SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.**

- a. Describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

### **SS8E3 Explain the principles of effective personal money management.**

- a. Explain that income is the starting point for personal financial management.
- b. Describe the reasons for and the benefits of a household budget.
- c. Describe the reasons for and the benefits of savings.
- d. Describe the uses of debt and associated risks.

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<b>➤ Craft and Structure</b>
<b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>➤ Integration of Knowledge and Ideas</b>
<b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
<b>L6-8RHSS9:</b> Analyze the relationship between a primary and secondary source on the same topic.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L6-8RHSS10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>➤ Research to Build and Present Knowledge</b>
<b>L6-8WHST7:</b> 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.
<b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.
<b>➤ Range of Writing</b>
<b>L6-8WHST10:</b> Write routinely over extended time frames (time for 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.