UNIT	Social Studies GSEs/Standards	
UNIT 1 World War I	Civis and Government  Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1(11:12)- 1a  Explaining how a political ideology is reflected in the form and structure of a government. C&G 1(11:12)- 1a  Distinguishing between the rule of law and the "rule of men." C&G 1(11:12)- 1d  Analyzing / interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1e  Analyzing / interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1e  Analyzing / interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1a  Analyzing willing perspectives on an historical or current controversial issue. C&G 4(9-10)- 1a  Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10)- 1a  Organizing information to show relationships between and among various individuals, systems, and structures. C&G 5(9-10)- 1a  Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10)- 2a  Analyzing and summarizing the intended and unitended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3a  Identifying and summarizing the intended and unitended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3a  Identifying deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&G 5(9-10)- 3a  Identifying describing, or analyzing multiple perspectives on an historical bridge promises. C&G 5(9-10)- 3a  Identifying describing, or analyzing multiple perspectives on an historical bridge promises of actions consequence and summarize events, make connections between a series of events, or compare/contrast events. Herg 1(11-12)- 1a  Identifying describing, or analyzing multiple perspectives on an historical promiser promises of events, or compare/contrast events. Herg 1(11-12)- 1a  Identifying d	HISTORICAL THINKING  Chronolo gical thinking  Historical compreh ension  Historical analysis and interpret ation, historical research capabiliti es  Historical research capabiliti es
UNIT 2 1920's, Great Depression, New Deal	Civics and Government  Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a  Explaining how political authority is obtained and legitimized. C&G 1 (11-12)- 2b  Examining the historical origins of power and how that power has been exercised over time C&G 1 (11-12)- 2c  Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. C&G 2 (11-12)- 1c  Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c  Comparing and contrasting different perspective on provisions found in the Bill of Rights. C&G 3 (11-12)- 1a  Describing the criteria used for admission to citizenship in the U.S. C&G 3 (11-12)- 1a  Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. C&G 3 (11-12)- 2c  Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. C&G 3 (11-12)- 2d  Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. C&G 4(9-10)- 1d  Engaging in and reflecting upon an electoral process in a class, school, or community. C&G 4(9-10)- 2c  Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b  Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10)- 1a  Organizing information to show relationships between and among various individuals, systems, and structures. C&G 5(9-10)- 1b  Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10)- 2a  Historical Perspective	<ul> <li>Historical issues – analysis and decision-making</li> </ul>

UNIT	Social Studies GSEs/Standards	
	Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &non-print sources. HP 1 (11-12)- 1a     Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b	
	• Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)-1c	I
	Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or	I
	compare/contrast events. HP1(9-10)- 2a  • Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b	İ
	Explaining origins of major historical events. HP 2 (11-12)- 1a	İ
	Creating narratives based on a particular historical point of view. HP 2 (11-12)- 2a	İ
	Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b     Attinutation and depth of the ground interpretation of the property of the pr	I
	<ul> <li>Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. HP 3 (11-12)- 2a</li> <li>Evaluating the effect of technology and innovation on promoting territorial expansion. HP 4 (11-12)- 2a</li> </ul>	İ
	Identifying patterns of migration and evaluating their socio-cultural impacts. HP 5 (11-12)- 1a	İ
		İ
	<ul> <li>Analyzing the contribution of diverse cultural elements. HP 5 (11-12)- 1c</li> <li>Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. HP 5 (11-12)- 2c</li> </ul>	I
	Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. HP 5 (11-12)- 3b ????	I
	Economics	I
	Applying the concept that choices involve trade-offs in real world situations or historical contexts. E1 (11-12)- 1a     Applying the concept that concept shall expend that concept t	I
	Applying the concept that economic choices often have long-run intended/unintended consequences. E 1 (11-12)- 1b     Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E1 (11-12)- 2a	İ
	Evaluating personal choices using a cost-benefit analysis. E1 (11-12)- 2b	İ
	Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12)- 3a	İ
	<ul> <li>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E1 (9-10)-3b</li> <li>E Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E2 (11-12)- 1a</li> </ul>	I
	Analyzing the roles of supply and demand in an economy. E 2 (11-12)- 1b	I
	Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c	İ
	• Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E 2 (11-12)- 2a	İ
	<ul> <li>Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E3 (11-12)- 1a</li> <li>Evaluating the government's monetary and fiscal policies). E3 (11-12)- 1b</li> </ul>	I
	Evaluating how policymakers encourage or discourage economic activity. E 3 (11-12)- 2a	I
	Interpreting source materials about economic conditions, explain how these conditions influence decisions. E 3 (11-12)- 2b	I
	Geography  • Analyzing spatial patterns and synthesizing with other primary and secondary sources. G 1 (11-12)- 1a	I
	Analyzing spatial patterns and synthesizing with other primary and secondary sources. 61 (11-12)-1a     Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). 61 (11-12)-1c	I
	Evaluating how humans interact with physical environments to form past and present communities. G 2 (11-12)- 1a	I
	Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G 2 (11-12)- 4b  Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G 2 (11-12)- 4b  Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G 2 (11-12)- 4b	I
	<ul> <li>Investigating the causes of major migrations and evaluating the impact on affected populations. G 3 (11-12)- 1a</li> <li>Evaluating the environmental consequences of resource consumption. G 3 (11-12)- 2a</li> </ul>	I
	Analyzing these relationships in a given historical or current example.     G 3 (7-8) –3a	I
	Researching/reporting specific examples of how human dependence on the environment has impacted decisions. G 4(7-8) 1a	I
	<ul> <li>Examining a specific case study of how a society reacted or adapting to a physical environmental change. G 4 (7-8) –2a</li> <li>Analyzing the relationship between human action and the environment over time, using researched evidence G 4 (7-8) –3a</li> </ul>	I
	Reading	I
	Key Ideas and Details (RH)	I
	Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10.1      Description of the secondary sources and secondary sources. RH.9-10.1      Description of the secondary sources are secondary sources. RH.9-10.1	I
	<ul> <li>Determine the central ideas or information of a primary or secondary source. RH.9-10.2</li> <li>Identify key steps in a text's description of a process related to history/social studies RH.9-10.3</li> </ul>	I
	Craft and Structure (RH)	I
	Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10.4	I
	Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10.5      Identify accords of a text that reveal as suther's point of view as purpose. BH 0.10.6	I
	<ul> <li>Identify aspects of a text that reveal an author's point of view or purpose. RH.9-10.6</li> <li>Integration of Knowledge and Ideas (RH)</li> </ul>	I
	• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-10.7	I
	Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10.8	I
	<ul> <li>Analyze the relationship between a primary and secondary source on the same topic. RH.9-10.9</li> <li>Range of Reading (RH)</li> </ul>	I
	Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10.10	I
	Writing	I
	Text Types and Purposes: argument and informational (WHST)      Production and Distribution (MHST)	I
	Production and Distribution (WHST)     Research	I
	Range of Writing (WHST)	
	Civics and Government	
IINIT 2	Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)-1a     Comparison and contrasting different forms of representation of the purposes o	I
<u>UNIT 3</u>	Comparing and contrasting different forms of government and their purpose. C&G 1 (11-12)-1b     Explaining how a political ideology is reflected in the form and structure of a government. C&G 1 (11-12)-1c	
World War II	Distinguishing between the rule of law and the "rule of men." C&G 1 (11-12)- 1d	
	• Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, etc. C&G 2 (11-12)- 2a	
	Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&G 2 (11-12)- 2b     Comparing and contracting human rights provided for in various coming decuments or materials. C&G 3 (11-12)- 1b	
	<ul> <li>Comparing and contrasting human rights provided for in various seminal documents or materials. C&amp;G 3 (11-12)- 1b</li> <li>Analyzing the scope and limits of personal, cultural, economic, or political rights. C&amp;G 3 (11-12)- 1d</li> </ul>	
	Comparing and contrasting U.S. systems of government with others. C&G 4(9-10)- 1a	<u> </u>

UNIT	Social Studies GSEs/Standards	
	Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)-1c     Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)-1e	
	Using collaborative decision making/problem solving to consider multiple , etc. &G 4(9-10)- 2a	1
	• Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b	1
	<ul> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> </ul>	1
	Analyzing and evaluating a contemporary or historical issue. C&G 5(9-10)- 2b	1
	Predicting outcomes and possible consequences of a conflict, event, or course of action. C&G 5(9-10)- 3a	1
	Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10)-3b	1
	Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&G 5(9-10)- 3c     Historical Perspective	1
	Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &non-print sources. HP 1 (11-12)- 1a	1
	Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b	1
	Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)-1c      Final pining source / officer relationships in order to sequence and summeries ovents, make some states between a series of supple or provided the sequence and summeries ovents.	1
	• Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. HP1(9-10)- 2a	1
	Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b	1
	Explaining origins of major historical events. HP 2 (11-12)- 1a	1
	<ul> <li>Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b</li> <li>Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a</li> </ul>	1
	Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)-1b	1
	Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)-1c	1
	• Proving whether innovation and invention have been beneficial or detrimental to society. HP 4 (11-12)- 2b	1
	<ul> <li>Economics</li> <li>Applying the concept that choices involve trade-offs in real world situations or historical contexts. E 1 (11-12)- 1a</li> </ul>	1
	Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E1 (11-12)- 2a	1
	Evaluating personal choices using a cost-benefit analysis. E 1 (11-12)- 2b	1
	Differentiating between subsistence, traditional, mixed, command, and market economies E1 (11-12)- 3a  Application to the color of income principles and the color of income principles	1
	Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a     Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c	1
	Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E 2 (11-12)- 2a	1
	Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E3 (11-12)- 1a	1
	Evaluating how policymakers encourage or discourage economic activity. E3 (11-12)- 2a     Geography	1
	Analyzing spatial patterns and synthesizing with other primary and secondary sources. G 1 (11-12)- 1a	1
	Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). G 1 (11-12)- 1c	1
	• Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. <b>G 1 (11-12)- 2b</b>	1
	<ul> <li>Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. G 2 (11-12)- 2a</li> <li>Evaluating the cultural and regional differences for potential bias from written or verbal sources. 2 (11-12)- 3a</li> </ul>	1
	Analyzing these relationships in a given historical or current example. G 3 (7-8) –3a	1
	Reading	1
	Reading Key Ideas and Details (RH)	1
	Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10.1	1
	Determine the central ideas or information of a primary or secondary source. RH.9-10.2	1
	Identify key steps in a text's description of a process related to history/social studies RH.9-10.3  Coeff and Structure (RH)	1
	<ul> <li>Craft and Structure (RH)</li> <li>Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10.4</li> </ul>	1
	Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10.5	1
	Identify aspects of a text that reveal an author's point of view or purpose . RH.9-10.6	1
	Integration of Knowledge and Ideas (RH)  • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-10.7	1
	Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10.8	1
	Analyze the relationship between a primary and secondary source on the same topic. RH.9-10.9	1
	Range of Reading (RH)  Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10.10	1
	Read and comprehend history/social studies texts in the grades 6–8 text complexity band. RH.9-10.10  Writing  Writing	1
	Text Types and Purposes: argument and informational (WHST)	1
	Production and Distribution (WHST)     Production and Distribution (WHST)	1
	Research     Range of Writing (WHST)	1
UNIT 4	Civics and Government	1
	Comparing and contrasting different forms of government and their purpose. C&G 1 (11-12)- 1b	1
Origins of	Explaining how a political ideology is reflected in the form and structure of a government. C&G 1 (11-12)-1c  Distinguishing however the pulse of law and the "mule of case," CB C 1 (11-12) 1d.  Company of the pulse of the	1
the Cold War	<ul> <li>Distinguishing between the rule of law and the "rule of men." C&amp;G 1 (11-12)-1d</li> <li>Explaining how political authority is obtained and legitimized. C&amp;G 1 (11-12)-2b</li> </ul>	1
	<ul> <li>Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. C&amp;G 2 (11-12)- 1c</li> </ul>	1
	Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&G 2 (11-12)- 2b	1
	Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 1.  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic of ifficurate contrastic and provide the political life. C&G 2 (11-12)- 2c  Comparison and contrastic and provide the politic and p	1
	<ul> <li>Comparing and contrasting different perspective on provisions found in the Bill of Rights. C&amp;G 3 (11-12)- 1a</li> <li>Comparing and contrasting human rights provided for in various seminal documents or materials. C&amp;G 3 (11-12)- 1b</li> </ul>	1
	Analyzing the scope and limits of personal, cultural, economic, or political rights. C&G 3 (11-12)- 1d	1
	Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. C&G 3 (11-12)- 2d	

<ul> <li>Comparing and contrasting U.S. systems of government with others. C&amp;G 4(9-10)- 1a</li> <li>Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&amp;G 4(9-10)- 1c</li> <li>Analyzing multiple perspectives on an historical or current controversial issue. C&amp;G 4(9-10)- 1e</li> <li>Using collaborative decision making/problem solving to consider multiple, etc. &amp;G 4(9-10)- 2a</li> <li>Identifying and analyzing the conflicts that exist between public and private life. C&amp;G 4(9-10)- 3c</li> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Organizing information to show relationships between and among various individuals, systems, and structures. C&amp;G 5(9-10)- 1b</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3c</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Analyzing multiple perspectives on an historical or current controversial issue. C&amp;G 4(9-10)- 1e</li> <li>Using collaborative decision making/problem solving to consider multiple, etc. &amp;G 4(9-10)- 2a</li> <li>Identifying and analyzing the conflicts that exist between public and private life. C&amp;G 4(9-10)- 3c</li> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Organizing information to show relationships between and among various individuals, systems, and structures. C&amp;G 5(9-10)- 1b</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Identifying and analyzing the conflicts that exist between public and private life. C&amp;G 4(9-10)- 3c</li> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Organizing information to show relationships between and among various individuals, systems, and structures. C&amp;G 5(9-10)- 1b</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> <li>Organizing information to show relationships between and among various individuals, systems, and structures. C&amp;G 5(9-10)- 1b</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Organizing information to show relationships between and among various individuals, systems, and structures.</li> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> <li>Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3b</li> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
<ul> <li>Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&amp;G 5(9-10)- 3c</li> <li>Historical Perspective</li> </ul>	
Historical Perspective	
· ·	
<ul> <li>Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp;non-print sources. HP 1 (11-12)- 1a</li> </ul>	
Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP1 (11-12)-1c      The big is a second of the state of the sta	
<ul> <li>Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. HP1(9-10)- 2a</li> </ul>	
• Interpreting and constructing visual data in order to explain historical continuity and change HP 1 (11-12)- 2b	
<ul> <li>Explaining origins of major historical events. HP 2 (11-12)- 1a</li> <li>Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b</li> </ul>	
<ul> <li>Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a</li> </ul>	
Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)- 1b	
<ul> <li>Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)- 1c</li> <li>Proving whether innovation and invention have been beneficial or detrimental to society. HP 4 (11-12)- 2b</li> </ul>	
<ul> <li>Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy, etc. HP 5 (11-12)- 3b ???</li> </ul>	
Economics	
<ul> <li>Applying the concept that economic choices often have long-run intended/unintended consequences. E1 (11-12)- 1b</li> <li>Evaluating historical and contemporary choices using marginal analysis. E1 (11-12)- 1c</li> </ul>	
• Applying the concept that personal choices often have long-run intended/unintended consequences using historical examples. £1 (11-12)- 2a	
<ul> <li>Evaluating personal choices using a cost-benefit analysis.</li> <li>E1 (11-12)- 2b</li> <li>Differentiating between subsistence, traditional, mixed, command, and market economies.</li> <li>E1 (11-12)- 3a</li> </ul>	
<ul> <li>Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E1 (9-10)-3b</li> </ul>	
• Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a	
<ul> <li>Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c</li> <li>Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E 2 (11-12)- 2a</li> </ul>	
<ul> <li>Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E 3 (11-12)- 1a</li> </ul>	
Geography  And the interpretable at the state of the stat	
<ul> <li>Analyzing spatial patterns and synthesizing with other primary and secondary sources. G1 (11-12)- 1a</li> <li>Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). G1 (11-12)- 1c</li> </ul>	
• Evaluating how humans interact with physical environments to form past and present communities. G 2 (11-12)- 1a	
<ul> <li>Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G2 (11-12)-4b</li> <li>Investigating the causes of major migrations and evaluating the impact on affected populations. G3 (11-12)-1a</li> </ul>	
Analyzing these relationships in a given historical or current example. G 3 (7-8) –3a	
• Analyzing the relationship between human action and the environment over time, using researched evidence G 4 (7-8) –3a	
<ul> <li>Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs.</li> <li>G 2 (11-12)- 4b</li> <li>Reading</li> </ul>	
Key Ideas and Details (RH)	
<ul> <li>Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10.1</li> <li>Determine the central ideas or information of a primary or secondary source. RH.9-10.2</li> </ul>	
<ul> <li>Identify key steps in a text's description of a process related to history/social studies RH.9-10.3</li> </ul>	
Craft and Structure (RH)	
<ul> <li>Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10.4</li> <li>Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10.5</li> </ul>	
<ul> <li>Identify aspects of a text that reveal an author's point of view or purpose. RH.9-10.6</li> </ul>	
Integration of Knowledge and Ideas (RH)	2.7
<ul> <li>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-1</li> <li>Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10 .8</li> </ul>	0.7
<ul> <li>Analyze the relationship between a primary and secondary source on the same topic. RH.9-10.9</li> </ul>	
<ul> <li>Range of Reading (RH)</li> <li>Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10.10</li> </ul>	
Writing	
Text Types and Purposes: argument and informational (WHST)	
<ul><li>Production and Distribution (WHST)</li><li>Research</li></ul>	
Range of Writing (WHST)	
<u>Civics and Government</u>	
<ul> <li>Describing or explaining competing ideas about the purposes and functions of politics and government. C&amp;G 1 (11-12)- 1a</li> <li>Distinguishing between the rule of law and the "rule of men." C&amp;G 1 (11-12)- 1d</li> </ul>	
Identifying how antique of a common to effect and the continue to the final content of the common to the common to the content of the content	
Age of  • Identifying now actions or a government affect relationships involving the individual, society, government. C&G 1 (9-10)-2 a  • Explaining how political authority is obtained and legitimized. C&G 1 (11-12)-2 b  • Explaining how political authority is obtained and expression of the individual production of the individual pro	
<ul> <li>Evaluating, taking, defending positions on a current issue regarding the judicial protection C&amp;G 2 (11-12)- 1a</li> <li>Analyzing the basic structures of government in the U.S. C&amp;G 2 (11-12)- 1b</li> </ul>	
Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. C&G 2 (11-12)- 1c	

UNIT	Social Studies GSEs/Standards	
	• Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, etc. C&G 2 (11-12)- 2a	
	<ul> <li>Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&amp;G 2 (11-12)- 2b</li> <li>Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&amp;G 2 (11-12)- 2c</li> </ul>	
	Comparing and contrasting different perspective on provisions found in the Bill of Rights. C&G 3 (11-12)- 1a	
	<ul> <li>Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&amp;G 3 (11-12)-1c</li> <li>Analyzing the scope and limits of personal, cultural, economic, or political rights. C&amp;G 3 (11-12)-1d</li> </ul>	
	Describing the criteria used for admission to citizenship in the U.S. C&G 3 (11-12)- 1e	
	Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. C&G 3 (11-12)-2a	
	Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. C&G 3 (11-12)- 2c     Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. C&G 3 (11-12)- 2d	
	Comparing and contrasting U.S. systems of government with others. C&G 4(9-10)- 1a	
	• Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. C&G 4(9-10)-1b	
	<ul> <li>Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&amp;G 4(9-10)-1c</li> <li>Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. C&amp;G 4(9-10)-1d</li> </ul>	
	Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)- 1e	
	Using collaborative decision making/problem solving to consider multiple , etc. &G 4(9-10)- 2a      Foreging is and reflecting upon an electoral process in a class school or community.	
	<ul> <li>Engaging in and reflecting upon an electoral process in a class, school, or community. C&amp;G 4(9-10)- 2c</li> <li>Critically reflecting on their own civic dispositions. C&amp;G 4(9-10)- 3a</li> </ul>	
	Identifying and describing the role that various institutions play in meeting the needs of the community. C&G 4(9-10)- 3b	
	<ul> <li>Identifying and analyzing the conflicts that exist between public and private life. C&amp;G 4(9-10)- 3c</li> <li>Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&amp;G 5(9-10)- 1a</li> </ul>	
	Organizing information to show relationships between and among various individuals, systems, and structures. C&G 5(9-10)- 1b	
	Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10)- 2a	
	<ul> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> <li>Predicting outcomes and possible consequences of a conflict, event, or course of action. C&amp;G 5(9-10)- 3a</li> </ul>	
	Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10)- 3b	
	Historical Perspective	
	<ul> <li>Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print &amp;non-print sources. HP 1 (11-12)- 1a</li> <li>Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b</li> </ul>	
	Identifying, describing, or analyzing multiple perspectives on an historical trend or event. HP 1 (11-12)- 1c	
	Using technological tools in historical research. HP 1 (11-12)- 1d	
	Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. HP1(9-10)- 2a	
	Explaining origins of major historical events. HP 2 (11-12)- 1a	
	Identifying and linking key ideas and concepts and their enduring implications. HP 2 (11-12)- 1b     Coating payreting based on a particular historical point of view LIP 3 (41-13) 3a.	
	<ul> <li>Creating narratives based on a particular historical point of view. HP 2 (11-12)- 2a</li> <li>Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b</li> </ul>	
	Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. HP 2 (11-12)- 3a	
	Gathering evidence of circumstances and factors contributing to contemporary problem. HP 3 (11-12)- 1a     Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. HP 3 (11-12)- 2a	
	Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a	
	Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)-1b	
	Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)-1c  Evaluating the effect of technology and innovation on promoting territorial expansion. HP 4 (11-12)-2a	
	Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. HP 5 (11-12)- 1b	
	Analyzing the contribution of diverse cultural elements. HP 5 (11-12)-1c  Analyzing how membership in particular sulfural groups effected sixty approximant. HP 5 (11-12)-2.	
	Analyzing how membership in particular cultural groups affected civic engagement. HP 5 (11-12)- 2a     Contrasting how cultural groups have conflicted over land use issues. HP 5 (11-12)- 2b	
	Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. HP 5 (11-12)- 2c	
	<ul> <li>Utilizing sources to identify different historical narratives and perspectives about the same events. HP 5 (11-12)- 3a</li> <li>Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy, etc. HP 5 (11-12)- 3b ????</li> </ul>	
	Economics	
	Applying the concept that economic choices often have long-run intended/unintended consequences. E 1 (11-12)- 1b	
	• Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E1 (11-12)- 2a • Evaluating personal choices using a cost-benefit analysis. E1 (11-12)- 2b	
	Differentiating between subsistence, traditional, mixed, command, and market economies E 1 (11-12)- 3a	
	• Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E1 (9-10)-3b	
	Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a     Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c	
	• Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E 2 (11-12)- 2a	
	• Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. E3 (11-12)-1a • Evaluating the government's monetary and fiscal policies. E3 (11-12)-1b	
	Interpreting source materials about economic conditions, explain how these conditions influence decisions. E3 (11-12)- 2b	
	Geography	
	<ul> <li>Analyzing spatial patterns and synthesizing with other primary and secondary sources. G1 (11-12)- 1a</li> <li>Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). G1 (11-12)- 1c</li> </ul>	
	Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. G 1 (11-12)- 2b	
	Evaluating the cultural and regional differences for potential bias from written or verbal sources. 2 (11-12)- 3a  Applicant have relative bias in a given bitterial as governot we read to come a company of the c	
	<ul> <li>Analyzing these relationships in a given historical or current example. G 3 (7-8) -3a</li> <li>Researching/reporting specific examples of how human dependence on the environment has impacted decisions. G 4(7-8) 1a</li> </ul>	
	Examining a specific case study of how a society reacted or adapting to a physical environmental change. G 4 (7-8) – 2a	
	Reading  Kouldoss and Details (PU)	
	<ul> <li>Key Ideas and Details (RH)</li> <li>Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10.1</li> </ul>	
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UNIT	Social Studies GSEs/Standards	
	Determine the central ideas or information of a primary or secondary source. RH.9-10.2	
	Identify key steps in a text's description of a process related to history/social studies RH.9-10.3  Coeff and Servicture (RH)	
	Craft and Structure (RH)  • Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10.4	
	Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10.5	
	Identify aspects of a text that reveal an author's point of view or purpose . RH.9-10.6	
	Integration of Knowledge and Ideas (RH)  • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-10.7	
	Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10.8	
	Analyze the relationship between a primary and secondary source on the same topic. RH.9-10.9	
	Range of Reading (RH)	
	Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Notice:      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10      Read and comprehend history/social studies text text text text text text text te	
	Writing     Text Types and Purposes: argument and informational (WHST)	
	Production and Distribution (WHST)	
	Research	
	Range of Writing (WHST)	
<u>UNIT 6</u>	Civics and Government	
	<ul> <li>Describing or explaining competing ideas about the purposes and functions of politics and government. C&amp;G 1 (11-12)- 1a</li> <li>Distinguishing between the rule of law and the "rule of men." C&amp;G 1 (11-12)- 1d</li> </ul>	
Cald Man	Explaining between the rate of law and the rate of men. Cad 1 (11-12)-10     Explaining how political authority is obtained and legitimized. C&G 1 (11-12)-2b	
Cold War	Evaluating, taking, defending positions on a current issue regarding the judicial protection C&G 2 (11-12)- 1a	
World and	• Interpreting and analyzing the sources of the U.S. democratic tradition in the <i>Declaration of Independence, etc.</i> C&G 2 (11-12)- 2a	
Beyond	<ul> <li>Analyzing the inherent challenges involved in balancing majority rule and minority rights. C&amp;G 2 (11-12)- 2b</li> <li>Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. C&amp;G 2 (11-12)- 2c</li> </ul>	
Deyona	Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. C&G 3 (11-12)-1c	
	Analyzing the scope and limits of personal, cultural, economic, or political rights. C&G 3 (11-12)-1d	
	Describing the criteria used for admission to citizenship in the U.S. C&G 3 (11-12)- 1e	
	Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. C&G 3 (11-12)-2c  Comparison and contraction U.S. or the property of the p	
	<ul> <li>Comparing and contrasting U.S. systems of government with others. C&amp;G 4(9-10)- 1a</li> <li>Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. C&amp;G 4(9-10)- 1b</li> </ul>	
	Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1c	
	Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. C&G 4(9-10)- 1d	
	Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10)-1e	
	<ul> <li>Using collaborative decision making/problem solving to consider multiple, etc. &amp;G 4(9-10)- 2a</li> <li>Engaging in and reflecting upon an electoral process in a class, school, or community.</li> </ul> C&G 4(9-10)- 2c	
	Identifying and analyzing the conflicts that exist between public and private life. C&G 4(9-10) 3c	
	Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10)- 1a	
	Organizing information to show relationships between and among various individuals, systems, and structures.      C&G 5(9-10)- 1b	
	<ul> <li>Describing the interconnected nature of a contemporary or historical issue. C&amp;G 5(9-10)- 2a</li> <li>Analyzing and evaluating a contemporary or historical issue. C&amp;G 5(9-10)- 2b</li> </ul>	
	Predicting outcomes and possible consequences of a conflict, event, or course of action.     C&G 5(9-10)- 3a	
	Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&G 5(9-10)- 3c	
	Historical Perspective	
	<ul> <li>Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. HP1(9-10)- 2a</li> </ul>	
	Identifying and linking key ideas and concepts and their enduring implications. HP 2 (11-12)-1b	
	Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. HP 2 (11-12)- 3a	
	Documenting various groups and their traditions that have remained constant over time. 2 (11-12)-3b  Compared to the constant over time. 2 (11-12)-3b  Compared to the constant over time. 2 (11-12)-3b  Compared to the constant over time. 2 (11-12)-3b	
	<ul> <li>Formulating a position/course of action on a current issue from evaluated options, taking into account underpinnings. HP 3 (11-12)-1b</li> <li>Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. HP 3 (11-12)-2a</li> </ul>	
	Analyzing how an historical development. HP 3 (11-12)- 2b	
	Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12)- 1a	
	Analyzing conflict that is based on unresolved historical-geographical differences. HP 4 (11-12)-1b	
	<ul> <li>Citing historical evidence that geographic factors affected decision-making by policy-makers. HP 4 (11-12)-1c</li> <li>Proving whether innovation and invention have been beneficial or detrimental to society. HP 4 (11-12)-2b</li> </ul>	
	Identifying patterns of migration and evaluating their socio-cultural impacts. HP 5 (11-12)- 1a	
	Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society.  HP 5 (11-12)- 1b	
	Analyzing the contribution of diverse cultural elements. HP 5 (11-12)- 1c	
	<ul> <li>Analyzing how membership in particular cultural groups affected civic engagement. HP 5 (11-12)- 2a</li> <li>Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy, etc. HP 5 (11-12)- 3b ????</li> </ul>	
	Economics	
	Applying the concept that choices involve trade-offs in real world situations or historical contexts. E 1 (11-12)- 1a	
	Applying the concept that economic choices often have long-run intended/unintended consequences. E 1 (11-12)- 1b	
	• Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E1 (11-12)- 2a	
	<ul> <li>Evaluating personal choices using a cost-benefit analysis. E1 (11-12)- 2b</li> <li>Differentiating between subsistence, traditional, mixed, command, and market economies E1 (11-12)- 3a</li> </ul>	
	Evaluating botween subsistence, reductional, mixed, command, and market economics: E1 (17-12) - 3a     Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. E1 (9-10)-3b	
	Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12)- 1a	
	Analyzing local, regional, national, and global markets for goods and services. E 2 (11-12)- 1c	
	<ul> <li>Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. E2 (11-12)- 2a</li> <li>Evaluating the government's monetary and fiscal policies). E3 (11-12)- 1b</li> </ul>	
	Evaluating the government's monetary and fiscal policies). E3 (11-12)- 10     Evaluating how policymakers encourage or discourage economic activity. E3 (11-12)- 2a	
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UNIT	Social Studies GSEs/Standards	
	Interpreting source materials about economic conditions, explain how these conditions influence decisions.	
	Geography	
	Evaluating how humans interact with physical environments to form past and present communities. G 2 (11-12)- 1a	
	Evaluating the cultural and regional differences for potential bias from written or verbal sources. 2 (11-12)- 3a	
	Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. G 2 (11-12)- 4b	
	Investigating the causes of major migrations and evaluating the impact on affected populations. G 3 (11-12)- 1a	
	Reading	
	Key Ideas and Details (RH)	
	Cite specific textual evidence to support analysis of primary and secondary sources. RH.9-10 .1	
	Determine the central ideas or information of a primary or secondary source. RH.9-10 .2	
	Identify key steps in a text's description of a process related to history/social studies RH.9-10.3	
	Craft and Structure (RH)	
	Determine the meaning of words and phrases as they are used in a text, including vocabulary RH.9-10 .4	
	Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.9-10 .5	
	Identify aspects of a text that reveal an author's point of view or purpose . RH.9-10 .6	
	Integration of Knowledge and Ideas (RH)	
	• Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-10.7	
	Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10.8	
	Analyze the relationship between a primary and secondary source on the same topic. RH.9-10.9	
	Range of Reading (RH)	
	Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10.10	
	Writing	
	Text Types and Purposes: argument and informational (WHST)	
	Production and Distribution (WHST)	
	Research	
Ì	Range of Writing (WHST)	