

Grade 8 Social Studies

Scope and Sequence

Quarter 1

Unit 1.1: Students Act as Historians, 15 days

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (7-8) – 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

HP 3: The study of history helps us understand the present and shape the future.

- (7-8) – 1 Students demonstrate an understanding of how the past frames the present by...
- b. evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)
- (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- c. comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 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.

Integration of Knowledge and Ideas

- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of Grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 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.

Research to Build and Present Knowledge

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Unit 1.2: Government, 17 days**Grade-Span Expectations for Social Studies****C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- b. explaining why the rule of law is necessary to the role of government (e.g., debate/ Robert’s Rules of Order, classroom procedures)
 - c. defining and identifying the nature of authority and sources of power

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (7-8)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- a. defining and applying the concepts: “civic”(adj.), “civics”(n), “civil,” “citizen,” and “rights”
 - d. providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility

C&G 4: People engage in political processes in a variety of ways.

- (7-8)–1 Students demonstrate an understanding of political systems and political processes by...
- c. evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)
- (7-8)-2 Students demonstrate their participation in political processes by...
- c. engaging in the political process (e.g., mock elections)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- b. identifying, describing, and explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected (e.g., World Bank, UN, NATO, European Union)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

- RH.6-8.3 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).

Craft and Structure

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 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.

Unit 1.3: Economic and Geographic Skills, 7 days

Grade-Span Expectations for Social Studies

G 1: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms

- (7-8) –1 Students understand maps, globes, and other geographic tools and technologies by...
- c. analyzing charts and graphs to interpret geographical information.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards for English Language Arts or Literacy

Quarter 2

Unit 2.1: Students as Historians, 15 days

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- b. developing, expanding, and supporting an historical thesis, based on a series of events

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (7-8) – 2 Students chronicle events and conditions by...
- b. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work)

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (7-8) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- b. explaining and analyzing how changing perspectives impact history using primary documents as evidence.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing Standards

Text Types and Purposes

- WHST.6-8.2 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.

Unit 2.2: Government II, 5 days

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- b. explaining how and why power is divided and shared among the levels of government (federalism)
 - c. tracing the process of how an idea transforms into a bill and then becomes a law.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.3 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).

Writing Standards

Text Types and Purposes

- WHST.6-8.2 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.

Unit 2.3: Interconnected World, 5 days

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- b. using a variety of sources to identify and defend a position on a democratic principle (e.g., self-government in *Declaration of Independence*, women’s rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington’s letter to the Touro Synagogue)

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (7-8)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- b. evaluating and defending a position on issues involving individual rights (personal, economic, legal, or political rights reflected in the *Bill of Rights*)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards**Key Ideas and Details**

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Integration of Knowledge and Ideas

- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Research to Build and Present Knowledge

- WHST.6-8.8 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.

Unit 2.4: Economic and Geographic Skills, 10 day**Grade-Span Expectations for Social Studies****G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms**

- (7-8)–2 Students interpret the characteristics and features of maps by...
- a. analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (7-8)–1 Students understand why people do/do not migrate by...
- a. analyzing how migration affects a population.

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (7-8)–3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. explaining the relationship between availability, distribution, and allocation of goods and services.

- b. explaining how scarcity impacts the organization of society and development of civilization.

Common Core State Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- 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.

Quarter 3

Unit 3.1: Students Act as Historians, 10 days

Grade-Span Expectations for Social Studies

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (7-8) –1 Students connect the past with the present by...
- b. analyzing the impact of RI's ethnic development on local, state, and national history
 - c. analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- b. explaining the impact of interactions.
 - c. describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation.

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 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).

Writing Standards

Production and Distribution of Writing

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Unit 3.2: Government, 5 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- a. comparing and contrasting the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. *Magna Carta*, *Preamble of U.S. Constitution*, *U.N. Rights of the Child*, “I Have A Dream” speech)

C&G 4: People engage in political processes in a variety of ways.

- (7-8)-3 Students participate in a civil society by...
- b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

RH.6-8.6 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).

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- 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.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Unit 3.3: Interconnected World, 10 days**Grade-Span Expectations for Social Studies****HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (7-8) –2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- using an historical context, describe how diversity contributes to cultural diffusion, acculturation, or assimilation (e.g., “Melting Pot”).
 - describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
- making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)
 - summarizing a significant situation; proposing and defending actions to be taken or not taken (e.g., pollution, consumption, conservation)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

RH.6-8.2 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.

Craft and Structure

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- 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.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

WHST.6-8.5 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.

Unit 3.4: Economic and Geographic Skills, 10 days

Grade-Span Expectations for Social Studies

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (7-8) –3 Students understand different perspectives that individuals/groups have by...
- a. analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).
- (7-8) –4 Students understand how geography contributes to how regions are defined / identified by...
- b. categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (7-8) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- b. describing how a society's definition or determination of value affects distribution of wealth and consumer choices.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.2 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.

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Quarter 4

Unit 4.1: Students Act as Historians, 5 days

Grade-Span Expectations for Social Studies

HP 3: The study of history helps us understand the present and shape the future.

- (7-8) – 1 Students demonstrate an understanding of how the past frames the present by...
- a. analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. comparing and contrasting how cultural expectations impact people’s behavior and role in different communities/ societies (e.g., student protocols in 1800 vs. today).

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Range of Reading and Level of Text Complexity

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards

Research to Build and Present Knowledge

- WHST.6-8.7 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.
- WHST.6-8.8 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.

Unit 4.2: Government, 8 days

Grade-Span Expectations for Social Studies

C&G 4: People engage in political processes in a variety of ways.

- (7-8)–1 Students demonstrate an understanding of political systems and political processes by...
- e. recognizing multiple perspectives on historical or current controversial issues
- (7-8)-3 Students participate in a civil society by...
- d. utilizing a variety of reliable sources to develop an informed opinion

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Craft and Structure

- RH.6-8.6 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).

Integration of Knowledge and Ideas

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- 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.

Unit 4.3: Interconnected World, 12 days

Grade-Span Expectations for Social Studies

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (7-8)–1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- c. analyzing and defending a position on an issue involving *civic responsibilities* (personal, economic, legal or political rights)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. identifying and discussing factors that lead to the breakdown of order among societies and the resulting consequences (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (7-8)–1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- c. predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.

E 3: Individuals, institutions, and governments have roles in economic systems.

- (7-8)–1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).
- (7-8)– 2 Students demonstrate an understanding of the role of government in a global economy by...
- a. explaining how government succeeds or fails to provide support in a market economy.
 - b. identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.2 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.

Craft and Structure

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6 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).

Text Types and Purposes

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.

Range of Writing

- WHST.6-8.10 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.

Unit 4.4: Economic and Geographic Skills, 10 days**Grade-Span Expectations for Social Studies****G 2: Place and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (7-8)–1 Students understand the physical and human characteristics of places by...
- analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s).

G 3: Human Systems: (Movement) Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (7-8)–2 Students understand the interrelationships of geography with resources by...
- analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations.

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- (7-8)-2 Students explain how humans react or adapt to an ever-changing physical environment by...
- analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.

- (7-8) –3 Students explain how human actions modify the physical environment by...
- a. making predictions and drawing conclusions about the impact that human actions have on the physical environment.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (7-8) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- b. comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Key Ideas and Details

- RH.6-8.2 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.

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

