

Main Criteria: College, Career, and Civic Life (C3) Framework for Social Studies
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Social Studies
Grade: 6

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Social Studies		
Grade 6		
INDICATOR / CONCEPT: D1.1.6-8. - Explain how a question represents key ideas in the field.	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>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).</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.F. - 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).</p>
INDICATOR / CONCEPT: D1.2.6-8. - Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.F. - 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).</p>

	<p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>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).</p>	
<p>INDICATOR / CONCEPT: D1.3.6-8. - Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>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).</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.F. - 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).</p>
<p>INDICATOR / CONCEPT: D1.4.6-8. - Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>	<p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p>	<p>CC.8.6.6-8.F. - 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.</p>

	<p>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.</p> <p>WHST.6-8.8. - Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CC.8.6.6-8.G. - 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.</p> <p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR / CONCEPT: D1.5.6-8. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p>	<p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p>

	<p>WHST.6-8.8. - Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CC.8.6.6-8.G. - 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.</p> <p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR: D2.Civ.1.6-8. - Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>		<p>5.2.6.A. - Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p> <p>5.3.6.G. - Identify individual interest groups and how they impact government.</p> <p>5.3.6.H. - Describe the influence of mass media on society.</p>
<p>INDICATOR: D2.Civ.2.6-8. - Explain specific roles played by citizens such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>		<p>5.2.6.C. - Describe the importance of political leadership and public service.</p> <p>5.2.6.D. - Explain why participation in government and civic life is important.</p> <p>5.3.6.D. - Identify leadership positions and their primary duties at the local, state, and national levels.</p> <p>5.3.6.E. - Describe the voting process, including registration, primaries, and general elections.</p> <p>5.3.6.G. - Identify individual interest groups and how they impact government.</p>
<p>INDICATOR: D2.Civ.3.6-8. - Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>		<p>5.2.6.B. - Explain how citizens resolve conflicts in society and government.</p> <p>8.4.6.B. - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p>

		8.4.6.D. - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
INDICATOR: D2.Civ.4.6-8. - Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.		5.3.6.A. - Describe the responsibilities and powers of the three branches of government.
INDICATOR: D2.Civ.5.6-8. - Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.		5.1.6.D.2. - United States Constitution 5.1.6.D.4. - Pennsylvania Constitution 5.1.6.E. - Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution. 5.4.6.A. - Identify how countries have varying interests. 8.4.6.C.4. - Politics and government
INDICATOR: D2.Civ.6.6-8. - Describe the roles of political, civil, and economic organizations in shaping people's lives.		
INDICATOR: D2.Civ.7.6-8. - Apply civic virtues and democratic principles in school and community settings.		5.2.6.C. - Describe the importance of political leadership and public service. 5.2.6.D. - Explain why participation in government and civic life is important.
INDICATOR: D2.Civ.8.6-8. - Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.		5.1.6.D.1. - Declaration of Independence 5.1.6.D.2. - United States Constitution 5.1.6.D.3. - Bill of Rights 5.1.6.E. - Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution. 8.3.6.B. - Explain the importance of significant historical documents, artifacts, and places critical to United States history.
INDICATOR: D2.Civ.9.6-8. - Compare deliberative processes used by a wide variety of		5.2.6.D. - Explain why participation in government and civic life is important.

groups in various settings.		5.3.6.E. - Describe the voting process, including registration, primaries, and general elections.
INDICATOR: D2.Civ.10.6-8. - Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.		5.2.6.C. - Describe the importance of political leadership and public service. 5.2.6.D. - Explain why participation in government and civic life is important. 5.3.6.E. - Describe the voting process, including registration, primaries, and general elections.
INDICATOR: D2.Civ.11.6-8. - Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	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).	5.2.6.D. - Explain why participation in government and civic life is important. 5.3.6.B. - Define and compare the role and structure of local, state, and national governments. 5.3.6.D. - Identify leadership positions and their primary duties at the local, state, and national levels. CC.8.5.6-8.C. - 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).
INDICATOR: D2.Civ.12.6-8. - Assess specific rules and laws (both actual and proposed) as means of addressing public problems.		
INDICATOR: D2.Civ.13.6-8. - Analyze the purposes, implementation, and consequences of public policies in multiple settings.		5.3.6.B. - Define and compare the role and structure of local, state, and national governments. 5.3.6.D. - Identify leadership positions and their primary duties at the local, state, and national levels.
INDICATOR: D2.Civ.14.6-8. - Compare historical and contemporary means of changing	6-8.CST.1. - Students explain how major events are related to one another in time.	5.2.6.D. - Explain why participation in government and civic life is important.

societies, and promoting the common good.	<p>6-8.HI.1. - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p>	<p>5.3.6.E. - Describe the voting process, including registration, primaries, and general elections.</p> <p>8.4.6.D. - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>
INDICATOR: D2.Eco.1.6-8. - Explain how economic decisions affect the well-being of individuals, businesses, and society.		6.2.6.A. - Describe the interaction of consumers and producers of goods and services in the state and national economy.
INDICATOR: D2.Eco.2.6-8. - Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	6-8.HI.6. - Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	
INDICATOR: D2.Eco.3.6-8. - Explain the roles of buyers and sellers in product, labor, and financial markets.		6.2.6.A. - Describe the interaction of consumers and producers of goods and services in the state and national economy.
INDICATOR: D2.Eco.4.6-8. - Describe the role of competition in the determination of prices and wages in a market economy.		<p>6.2.6.B. - Explain why and how market competition takes place.</p> <p>6.2.6.D. - Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p>
INDICATOR: D2.Eco.5.6-8. - Explain ways in which money facilitates exchange by reducing transactional costs.		
INDICATOR: D2.Eco.6.6-8. - Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.		6.2.6.D. - Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.
INDICATOR: D2.Eco.7.6-8. - Analyze the role of innovation and entrepreneurship in a market economy.		

INDICATOR: D2.Eco.8.6-8. - Explain how external benefits and costs influence market outcomes.	6-8.HI.6. - Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	
INDICATOR: D2.Eco.9.6-8. - Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.		6.2.6.E. - Explain the causes and effects of expansion and contraction of businesses. 8.3.6.D.2. - Working conditions
INDICATOR: D2.Eco.10.6-8. - Explain the influence of changes in interest rates on borrowing and investing.		
INDICATOR: D2.Eco.11.6-8. - Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	6-8.HI.6. - Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	
INDICATOR: D2.Eco.12.6-8. - Explain how inflation, deflation, and unemployment affect different groups.		
INDICATOR: D2.Eco.13.6-8. - Explain why standards of living increase as productivity improves.		
INDICATOR: D2.Eco.14.6-8. - Explain barriers to trade and how those barriers influence trade among nations.		
INDICATOR: D2.Eco.15.6-8. - Explain the benefits and the costs of trade policies to individuals, businesses, and society.		6.3.6.D. - Explain the benefits of international trade. 6.4.6.B. - Explain how trade affects standards of living.
INDICATOR: D2.Geo.1.6-8. - Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	RH.6-8.7. - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.8.5.6-8.G. - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
INDICATOR: D2.Geo.2.6-8. - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	6-8.CST.3. - Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	7.1.6.A. - Describe how common geographic tools are used to organize and interpret information about people, places, and regions as defined by physical and human features. 7.1.6.B. - Describe and locate places and regions as defined by physical and human features.

INDICATOR: D2.Geo.3.6-8. - Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	RH.6-8.7. - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	CC.8.5.6-8.G. - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
INDICATOR: D2.Geo.4.6-8. - Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	6-8.CST.3. - Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	7.1.6.B. - Describe and locate places and regions as defined by physical and human features. 7.2.6.A. - Describe the characteristics of places and regions. 7.3.6.A.2. - Culture 7.3.6.A.4. - Economic activities 8.4.6.C.5. - Physical and human geography
INDICATOR: D2.Geo.5.6-8. - Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	6-8.CST.3. - Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	7.1.6.B. - Describe and locate places and regions as defined by physical and human features. 7.2.6.A. - Describe the characteristics of places and regions. 7.3.6.A.2. - Culture 8.4.6.C.5. - Physical and human geography
INDICATOR: D2.Geo.6.6-8. - Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	6-8.CST.3. - Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	7.1.6.B. - Describe and locate places and regions as defined by physical and human features. 7.2.6.A. - Describe the characteristics of places and regions. 7.3.6.A.2. - Culture 8.4.6.C.5. - Physical and human geography
INDICATOR: D2.Geo.7.6-8. - Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.		
INDICATOR: D2.Geo.8.6-8. - Analyze how relationships between humans and environments extend or contract spatial patterns	6-8.CST.3. - Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and	7.3.6.A.3. - Settlement

environments extend or contract spatial patterns of settlement and movement.	features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	7.4.6.A. - Describe and explain the effects of the physical systems on people within regions.
INDICATOR: D2.Geo.9.6-8. - Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.		
INDICATOR: D2.Geo.10.6-8. - Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.		7.1.6.B. - Describe and locate places and regions as defined by physical and human features. 7.2.6.A. - Describe the characteristics of places and regions.
INDICATOR: D2.Geo.11.6-8. - Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.		7.3.6.A.4. - Economic activities
INDICATOR: D2.Geo.12.6-8. - Explain how global changes in population distribution patterns affect changes in land use in particular places.		7.3.6.A.1. - Population
INDICATOR: D2.His.1.6-8. - Analyze connections among events and developments in broader historical contexts.	<p>6-8.CST.1. - Students explain how major events are related to one another in time.</p> <p>6-8.HI.1. - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p> <p>6-8.HI.3. - Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p> <p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p>	

	<p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p>	
<p>INDICATOR: D2.His.2.6-8. - Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>6-8.CST.1. - Students explain how major events are related to one another in time.</p> <p>6-8.HI.1. - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p> <p>6-8.HI.3. - Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p> <p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p>	<p>8.1.6.A. - Explain continuity and change over time using sequential order and context of events.</p>
<p>INDICATOR: D2.His.3.6-8. - Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>6-8.HI.1. - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p>	<p>8.3.6.A. - Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.</p> <p>8.4.6.A. - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p>

INDICATOR: D2.His.4.6-8. - Analyze multiple factors that influenced the perspectives of people during different historical eras.	6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
INDICATOR: D2.His.5.6-8. - Explain how and why perspectives of people have changed over time.	6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
INDICATOR: D2.His.6.6-8. - Analyze how people's perspectives influenced what information is available in the historical sources they created.	6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
INDICATOR: D2.His.7.6-8. - Begins in grades 9–12	WHST.6-8.3. - (See note; not applicable as a separate requirement)	5.3.6.J. - Intentionally Blank 5.4.6.C. - Intentionally Blank 5.4.6.D. - Intentionally Blank 5.4.6.E. - Intentionally Blank 6.5.6.C. - Intentionally Blank
INDICATOR: D2.His.8.6-8. - Begins in grades 9–12	WHST.6-8.3. - (See note; not applicable as a separate requirement)	5.3.6.J. - Intentionally Blank 5.4.6.C. - Intentionally Blank 5.4.6.D. - Intentionally Blank 5.4.6.E. - Intentionally Blank 6.5.6.C. - Intentionally Blank
INDICATOR: D2.His.9.6-8. - Classify the kinds of historical sources used in a secondary interpretation.	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.	8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.

	<p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p>
<p>INDICATOR: D2.His.10.6-8. - Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	
<p>INDICATOR: D2.His.11.6-8. - Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p>

	<p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p>	
<p>INDICATOR: D2.His.12.6-8. - Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR: D2.His.13.6-8. - Evaluate the relevancy and utility of a historical source based</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p>	

<p>on information such as maker, date, place of origin, intended audience, and purpose.</p>	<p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	
<p>INDICATOR: D2.His.14.6-8. - Explain multiple causes and effects of events and developments in the past.</p>	<p>6-8.CST.1. - Students explain how major events are related to one another in time.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p>	
<p>INDICATOR: D2.His.15.6-8. - Evaluate the relative influence of various causes of events and developments in the past.</p>	<p>6-8.CST.1. - Students explain how major events are related to one another in time.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p>	
<p>INDICATOR: D2.His.16.6-8. - Organize applicable evidence into a coherent argument about the past.</p>	<p>6-8.CST.1. - Students explain how major events are related to one another in time.</p> <p>6-8.HI.1. - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p> <p>6-8.HI.3. - Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p> <p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p>	

	<p>6-8.HI.5. - Students recognize that interpretations of history are subject to change as new information is uncovered.</p> <p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p>	
<p>INDICATOR: D2.His.17.6-8. - Compare the central arguments in secondary works of history on related topics in multiple media.</p>	<p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p>
<p>INDICATOR / CONCEPT: D3.1.6-8. - Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p>

	<p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>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.</p> <p>WHST.6-8.8. - Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.6.6-8.F. - 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.</p> <p>CC.8.6.6-8.G. - 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.</p> <p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR / CONCEPT: D3.2.6-8. - Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p>6-8.HI.4. - Students recognize the role of chance, oversight, and error in history.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p>	

	<p>6-8.REP.5. - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	
<p>INDICATOR / CONCEPT: D3.3.6-8. - Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p>	<p>6-8.REP.1. - Students frame questions that can be answered by historical study and research.</p> <p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>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.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.6.6-8.F. - 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.</p> <p>CC.8.6.6-8.G. - 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.</p>

	<p>WHST.6-8.8. - Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR / CONCEPT: D3.4.6-8. - Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.d. - Establish and maintain a formal style.</p> <p>WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.6.6-8.A.1. - 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.</p> <p>CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC.8.6.6-8.A.4. - Establish and maintain a formal style.</p>

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.

WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.

CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

	<p>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.</p>	<p>CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>INDICATOR / CONCEPT: D4.1.6-8. - Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>	<p>6-8.REP.4. - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</p> <p>RH.6-8.1. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RH.6-8.9. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.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.</p>	<p>8.1.6.B. - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.5.6-8.A. - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.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.</p> <p>CC.8.5.6-8.I. - Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.6.6-8.A.1. - 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.</p>

WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.d. - Establish and maintain a formal style.

WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CC.8.6.6-8.A.4. - Establish and maintain a formal style.

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

	<p>WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST.6-8.9. - Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.</p> <p>CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.8.6.6-8.H. - Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>INDICATOR / CONCEPT: D4.2.6-8. - Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>6-8.HI.2. - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p> <p>RH.6-8.5. - Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>WHST.6-8.1.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.</p>	<p>8.1.6.A. - Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.5.6-8.E. - Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>

WHST.6-8.1.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.

WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.d. - Establish and maintain a formal style.

WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC.8.6.6-8.A.1. - 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.

CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CC.8.6.6-8.A.4. - Establish and maintain a formal style.

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

	<p>WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.</p> <p>CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>INDICATOR / CONCEPT: D4.3.6-8. - Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.6.6-8.A.1. - 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.</p> <p>CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

WHST.6-8.1.d. - Establish and maintain a formal style.

WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.

WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CC.8.6.6-8.A.4. - Establish and maintain a formal style.

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.

	<p>WHST.6-8.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>INDICATOR / CONCEPT: D4.4.6-8. - Critique arguments for credibility.</p>	<p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.d. - Establish and maintain a formal style.</p> <p>WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.6.6-8.A.1. - 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.</p> <p>CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC.8.6.6-8.A.4. - Establish and maintain a formal style.</p>

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.

WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.

CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

	<p>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.</p>	<p>CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>INDICATOR / CONCEPT: D4.5.6-8. - Critique the structure of explanations.</p>	<p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.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.</p> <p>WHST.6-8.1.c. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.d. - Establish and maintain a formal style.</p> <p>WHST.6-8.1.e. - Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8.1.6.C. - Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)</p> <p>CC.8.6.6-8.A.1. - 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.</p> <p>CC.8.6.6-8.A.2. - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>CC.8.6.6-8.A.3. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC.8.6.6-8.A.4. - Establish and maintain a formal style.</p>

WHST.6-8.2.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.

WHST.6-8.2.b. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.c. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e. - Establish and maintain a formal style and objective tone.

WHST.6-8.2.f. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

CC.8.6.6-8.A.5. - Provide a concluding statement or section that follows from and supports the argument presented.

CC.8.6.6-8.B.1. - 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.

CC.8.6.6-8.B.2. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC.8.6.6-8.B.3. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC.8.6.6-8.B.4. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.8.6.6-8.B.5. - Establish and maintain a formal style and objective tone.

CC.8.6.6-8.B.6. - Provide a concluding statement or section that follows from and supports the information or explanation presented.

	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.	CC.8.6.6-8.C. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.E. - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
INDICATOR / CONCEPT: D4.6.6-8. - Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the	6-8.HI.6. - Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	5.2.6.C. - Describe the importance of political leadership and public service. 5.2.6.D. - Explain why participation in government and civic life is important. 5.4.6.A. - Identify how countries have varying interests.
INDICATOR / CONCEPT: D4.7.6-8. - Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of		5.2.6.C. - Describe the importance of political leadership and public service. 5.2.6.D. - Explain why participation in government and civic life is important.
INDICATOR / CONCEPT: D4.8.6-8. - Apply a range of deliberative and democratic procedures to make decisions and take action in their		5.2.6.C. - Describe the importance of political leadership and public service. 5.2.6.D. - Explain why participation in government and civic life is important.