

## Grade Six

LATIN AMERICA and CANADA, EUROPE, AUSTRALIA and OCEANIA  
In sixth grade, students begin the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region's development. The civics strand examines political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

### LATIN AMERICA and CANADA

#### Historical Understandings

**SS6H1 The student will describe the civilizations at the time of the Columbian Exchange and the impact of European exploration on those civilizations.**

- a. Describe Aztec and Incan societies prior to the Columbian Exchange; include religious beliefs, origins of their empires, the astronomic and calendar developments of the Aztecs, and the roads and aqueducts of the Incas.
- b. Describe the encounter and consequences between the Spanish and the Aztec and Incan civilizations; include how small Spanish forces defeated large empires, and the roles of Cortes, Pizarro, Montezuma, and Atahualpa.

**SS6H2 The student will explain the development of Latin America and the Caribbean and Canada as colonies of European nations and on through their independence.**

- a. Describe the importance of African slavery on the development of the Americas.
- b. Explain the importance of the Spanish mission system in developing Latin America.
- c. Explain the colonization of Canada by the French and later the English.
- d. Explain the Latin American independence movement; include the importance of Touissant L'Ouverture in Haiti, and Miguel Hidalgo, Simon Bolivar, and Jose de San Martin.
- e. Explain how Canada became an independent nation.

**SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean and in Canada.**

- a. Describe the development of nationalism and the role of leaders such as Juan and Eva Peron.
- b. Explain the role of the Organization of American States.
- c. Analyze the impact of the Cuban Revolution.
- d. Describe Quebec's independence movement.
- e. Analyze the impact and political outcomes of guerrilla movements in Latin America, such as Shining Path in Peru, the FARC in Colombia, and the Zapatistas in Mexico.

**Geographic Understandings**

**SS6G1 The student will be able to describe and locate the important physical and human characteristics of Latin America and the Caribbean and Canada.**

- a. Describe and locate major physical features; include the Pacific Ocean, Gulf of Alaska, Hudson Bay, Caribbean Sea, Gulf of Mexico, the Great Lakes, Panama Canal, Amazon River, Andes Mountains, Rocky Mountains, Sierra Madre Mountains, St. Lawrence River, Patagonia, Atacama Desert, and Rio de la Plata.
- b. Describe and locate Canada and the nations of Latin America; include Cuba, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Columbia, Venezuela, Brazil, Chile, Ecuador, Argentina, Bolivia, Uruguay, Paraguay, Peru, Haiti, and Jamaica.

**SS6G2 The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environments.**

- a. Describe Canadian policies concerning pollution; include acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.
- b. Describe the approaches of Latin American countries in dealing with environmental issues; include air pollution in Mexico City, Mexico, and Santiago, Chile; the destruction of the rain forest in Brazil; and oil-related pollution in Venezuela, Mexico, and Ecuador.

**SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada.**

- a. Describe how Canada's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of the St. Lawrence Seaway and the Great Lakes.
- b. Describe how the location, climate, and natural resources of Mexico, Brazil, Chile, and Bolivia have affected where people live, where agricultural and industrial regions are located, and their impact on trade, especially the importance of the Amazon River, the Rio de la Plata, the rain forest, the Mexican Plateau, and the Andes Mountains.
- c. Explain the distribution of natural resources and how that has affected the peoples of the Caribbean.
- d. Explain the impact of natural disasters (i.e., hurricanes, earthquakes, floods) on Latin American and Caribbean countries.

**SS6G4 The student will describe the cultural characteristics of Latin America and the Caribbean and Canada.**

- a. Identify the reasons Canada has two official languages, English and French, and the traditions, customs, and religions of the English and French-speaking areas.
- b. Describe the traditions, customs, religion, and life style of the Native Americans who inhabit the Northern territories of Canada.
- c. Identify the major ethnic groups of Latin America; include indigenous groups such as mestizos, mulattos, and peoples of European and African descent, where they live, their major religions, customs, and traditions.
- d. Explain how the literacy rate in Canada, Mexico, Brazil, and Chile affects each nation's development in the modern world.
- e. Explain the major literary, artistic, and music forms of people in Latin America and the Caribbean.

**Government/Civic Understandings**

**SS6CG1 The student will explain the structure of national governments in Latin America and the Caribbean and Canada.**

- a. Explain the basic structure of the national governments of Brazil, Cuba, Jamaica, and Mexico; include the type of government, form of leadership, type of legislature, and role of the citizen.
- b. Describe the structure of the Canadian government; include the type of government, form of leadership, type of legislature, and role of the citizen.
- c. Describe Canada's relationship to the United Kingdom.

**Economic Understandings**

**SS6E1 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in Canada, Mexico, Cuba, and Argentina.**

**SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.**

- a. Analyze how Canada, Mexico, Venezuela, and Brazil benefit from trade.
- b. Define types of trade barriers, both physical barriers, such as Bolivia as a landlocked country, and economic barriers, such as tariffs.
- c. Analyze the development and impact of trade blocks such as the North American Free Trade Agreement (NAFTA), the Common Market of the South (MERCOSUR), and Free Trade Area of the Americas (FTAA).
- d. Describe why international trade requires a system for exchanging currency between and among nations and name currencies from nations such as Canada, Mexico, Brazil, Chile; and explain why Ecuador, El Salvador, and Panama chose to adopt the U.S. dollar as their currency.

**SS6E3 The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.**

- a. Describe investment in human capital; include the health, education and training of people, and the impact of poverty on economic development.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the role of entrepreneurs who take the risks of organizing productive resources .

**SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

## **EUROPE**

### **Historical Understandings**

**SS6H4 The student will describe the important developments in Europe between 1400 CE and 1800 CE.**

- a. Explain how artists such as Michelangelo and Leonardo da Vinci contributed to the Renaissance.
- b. Explain the role of Martin Luther in the Reformation.
- c. Explain how scientists such as Galileo and Newton changed our knowledge of science and why the Scientific Revolution is important.
- d. Explain the importance of exploration in the development of Europe; include the work of Prince Henry the Navigator, Columbus, and Hudson.
- e. Trace the empires of Portugal, Spain, the Netherlands, England, and France in Africa, the Americas, and Asia.
- f. Describe the Industrial Revolution; include its impact on cities, life styles, and agriculture.
- g. Describe the impact Peter the Great and Catherine the Great had on Russia.

**SS6H5 The student will describe major developments in Europe during the 20<sup>th</sup> century.**

- a. Describe major developments of World War I; include the reasons for the War, the Russian Revolution, the collapse of empires, and the consequences of making Germany pay for World War I.
- b. Describe the impact of the world-wide depression on Europe, especially Germany.
- c. Describe World War II; include the ideas of Nazism and Facism, the Allied and Axis powers, the Holocaust, D-Day, Stalingrad, and the roles of Hitler, Stalin, Mussolini, Churchill, Roosevelt, and Truman.
- d. Explain the collapse of the Soviet Union; include the failure of communism, the rise of the desire for freedom (Solidarity in Poland), and the fall of the Berlin Wall.
- e. Explain the significance of the reunification of Germany after the collapse of the Soviet Union.
- f. Explain the origin and function of the European Union.

**Geographic Understandings**

**SS6G5 The student will be able to describe and locate the important physical and human characteristics of Europe.**

- a. Describe and locate major physical features; include the Arctic Ocean, Norwegian Sea, Baltic Sea, Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River, the Alps, the Pyrenees, the Balkan Mountains, Ural Mountains, Strait of Gibraltar, English Channel, Iberian Peninsula, and Scandinavian Peninsula.
- b. Describe and locate the nations of Great Britain, Norway, Sweden, Finland, Russia, Poland, Germany, France, Spain, Switzerland, Italy, Hungary, Austria, Czech Republic, Romania, Netherlands, Belgium, Estonia, Latvia, Lithuania, and Ukraine.
- c. Describe the geographic and cultural boundaries of Europe; include whether Turkey should be considered part of Europe or Asia.

**SS6G6 The student will discuss the impact of government policies and individual behaviors on the European environment.**

- a. Explain the major concerns of Europeans regarding the environment; include issues of agricultural reform, air quality in cities, the impact of global warming, and water pollution.
- b. Describe the policies of countries such as Germany, England, France, Poland, and Russia concerning agricultural reform, air quality in cities, the impact of global warming, and water pollution.
- c. Describe the environmental consequences resulting from the nuclear disaster in Chernobyl, Ukraine.

**SS6G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Europe.**

- a. Describe how Europe's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of the river system and the many good harbors.
- b. Explain the distribution of natural resources and how that has affected Europe.

**SS6G8 The student will describe the cultural characteristics of Europe.**

- a. Explain the diversity of European culture as seen in a comparison of German, Greek, Russian, French, and Italian languages, customs, and traditions.
- b. Describe the customs and traditions of the major religions in Europe; include Judaism, Christianity (Catholic, Orthodox, and Protestant), and Islam and locate where each religion is the primary religion.
- c. Explain how the literacy rate in Europe has had an impact on its development in the modern world.
- d. Describe major contributions to literature (e.g., Nobel Prize winning authors), art (e.g., Van Gogh, Picasso), and music (e.g., classical, opera, Andrew Lloyd Webber).

**Government/Civic Understandings**

**SS6CG2 The student will describe modern European governments.**

- a. Explain the parliamentary system of the United Kingdom and compare it with a presidential system, such as the U.S., and the dual system of France.
- b. Describe the transition of central European countries, such as Poland, from authoritarian systems to democratic systems.
- c. Describe the purpose of the European Union and the relationship between member nations.

**Economic Understandings**

**SS6E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in England, Germany, and Russia.**

**SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.**

- a. Explain how countries such as England, France, and the Netherlands developed extensive colonial empires as an important aspect of their economies.
- b. Define types of trade barriers, both physical and economic, and how they influence the development of trade within Europe (e.g., extensive trade by rivers, different currencies in each European country).
- c. Illustrate how international trade requires a system for exchanging currency between and among nations and how the European Union and the Euro facilitate trade.
- d. Identify examples of currencies from nations such as England, France, Italy, Greece, Russia, and Poland.

**SS6E7 The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.**

- a. Describe investment in human capital; include the health, education, and training of people.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the role of entrepreneurs who take the risks of organizing productive resources.

## **AUSTRALIA and OCEANIA**

### **Historical Understandings**

**SS6H6 The student will describe the culture and development of Australia and Oceania prior to contact with Europeans.**

- a. Describe the origins and culture of the Aborigines.
- b. Describe the origins and culture of the Maori of New Zealand.

**SS6H7 The student will explain the impact European exploration and colonization had on Australia and Oceania.**

- a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
- b. Explain the impact of European diseases and weapons on the indigenous peoples of Australia and Oceania.

**SS6H8 The student will discuss the impact of important 20th century events on Australia and Oceania.**

- a. Explain the impact of World War II on Australia and Oceania.
- b. Describe the importance of tourism on the region.

### **Geographic Understandings**

**SS6G9 The student will be able to describe and locate the important physical and human characteristics of Australia and Oceania.**

- a. Describe and locate the major physical features; include the Great Barrier Reef, Great Sandy Desert, Great Victoria Desert, Antarctica, and Coral Sea.
- b. Locate the nations of Australia, New Zealand, Papua New Guinea, Solomon Islands, Fiji, and Vanuatu.
- c. Locate the three sub-regions of Oceania: Melanesia, Micronesia, and Polynesia.

**SS6G10 The student will discuss the impact of government policies and individual behaviors on the environments of Australia and Oceania.**

- a. Explain major environmental concerns Australians have regarding issues such as protection of the Great Barrier Reef, ozone depletion, and global warming, as well as the actions taken by the government and/or citizens regarding these concerns.
- b. Explain major environmental concerns of Oceania; include over-fishing, climate change, freshwater resources, and pollution, as well as the actions taken by the government and individuals regarding these issues.

**SS6G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Australia and Oceania.**

- a. Describe how Australia's location, climate, and natural resources have affected where people live and where agricultural and industrial regions are located; and describe their impact on trade, especially the importance of deserts, the river system, and the many good harbors.
- b. Explain the unique challenges in Oceania as a collection of islands and how that has affected where people live, development of agriculture, and types of industry or jobs.

**SS6G12 The student will describe the cultural characteristics of Australia and Oceania.**

- a. Explain the aboriginal culture that existed in Australia prior to the arrival of Europeans; include aboriginal art, religious beliefs, customs, and traditions and how that culture is still evident in Australia today.
- b. Describe the modern culture of Australia; include prominent Australian authors, musicians, and artists.
- c. Describe the culture of Oceania; include the customs, traditions, and religious beliefs of the original population and how they have influenced modern Oceania.

**Government/Civic Understandings**

**SS6CG3 The student will describe the political structures of Oceania.**

- a. Explain the structure of the national government of New Zealand; include the type of government, form of leadership, type of legislature, and role of the citizen.
- b. Describe the national government of the Federated States of Micronesia.
- c. Describe the Australian national government; include the type of government, form of leadership, type of legislature, and role of the citizen.
- d. Describe the relationship of Australia to the United Kingdom.

**Economic Understandings**

**SS6E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in Australia and the Federated States of Micronesia.**

**SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia and Oceania.**

- a. Explain the impact of trade and tourism on Australia and the Federated States of Micronesia.
- b. Define types of trade barriers, both physical and economic, for countries located in Oceania, such as distances to other trading partners and restrictions of island nations.

**SS6E10 The student will describe the factors that influence economic growth and examine their presence or absence in Australia and Oceania.**

- a. Describe investment in human capital; include the health, education, and training of people.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Describe the role of entrepreneurs who take the risks of organizing productive resources.

## **Reading Across the Curriculum**

### **Reading Standard Comment**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context. Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### **SS6RC1 Students will enhance reading in all curriculum areas by:**

- a. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

## **Grade Seven**

### **AFRICA and ASIA**

In seventh grade, students conclude the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region's development. The civics strand examines the political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

### **AFRICA**

#### **Historical Understandings**

**SS7H1 The student will identify important African empires.**

- a. Describe the development of African empires including Ghana, Mali, Songhai, and Ethiopia.
- b. Explain the importance of cities such as Timbuktu as a center of learning, Djenne as one of the oldest cities in Africa, and Zanzibar as a center of commerce.
- c. Describe the significance of Sundiata, Mansa Musa, and Zara Yakob.

**SS7H2 The student will explain the reasons for the African independence movement.**

- a. Explain the origins of the slave trade in Africa and describe the trading routes to North Africa, Europe, and the Americas.
- b. Describe the development of European empires in Africa; include the reasons for colonization and partitioning of Africa and the approach to empire by Great Britain, France, and Belgium.
- c. Describe the nationalist movements in colonial Africa; include Kenya, Nigeria, Ghana, and the Belgium Congo.
- d. Analyze the impact of the colonial period on the development of Africa.

**SS7H3 The student will describe major developments in Africa since independence.**

- a. Explain the problems faced after independence by countries such as Kenya and Nigeria.
- b. Explain the experience of South Africa; include the origins of and ending of apartheid and the roles of Nelson Mandela and F. W. de Klerk.
- c. Describe problems created by health issues; include AIDS and starvation.
- d. Explain the problems created by repeated civil war in Africa; include the Democratic Republic of the Congo (Zaire) and Rwanda.
- e. Explain the problems created by governmental corruption and one-party rule as seen in Zimbabwe.
- f. Explain the origins of the pan-Africa movement and its importance to the development of the African Union.

**Geographic Understandings**

**SS7G1 The student will be able to describe and locate the important physical and human characteristics of Africa.**

- a. Describe and locate major physical features; include Sahara, Savannah, Sahel, Tropic Rain Forest, Congo River, Nile River, Zambezi River, Niger River, East African Mountains (Ethiopian Highlands), Drakensberg Mountains, Atlas Mountains, Kalahari Desert, Lake Tanganyika, and Lake Victoria.
- b. Describe and locate the nations of South Africa, Zimbabwe, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Kenya, and Chad.

**SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment.**

- a. Explain how pollution has affected both countries, such as Kenya, Egypt, and South Africa, and actions taken by government and individuals.
- b. Explain the impact of the extraction of natural resources on the environments of Kenya, Chad, and Nigeria.
- c. Explain the importance of water as a natural resource in countries such as Egypt, Sudan, Mali, and Chad.
- d. Explain ways in which countries such as Kenya, South Africa, and Mali have worked to improve the African environment.
- e. Explain the impact of deforestation and desertification on the environment in such countries as Cote d'Ivoire, Kenya, and Botswana.

**SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.**

- a. Describe the impact location has on countries such as Chad, Egypt, and South Africa, with regard to trade, migration, agriculture, and industry.
- b. Explain the impact physical features such as deserts, mountains, rivers, and proximity to the ocean have on countries such as Ethiopia, Sudan, and Morocco.
- c. Explain the distribution of natural resources in Africa and how that has affected the development of countries such as Chad, Sudan, and South Africa.
- d. Describe the effect the Sahara, Sahel, Savannah, and tropical rain forest have on where people live, the type of work they do, and transportation.

**SS7G4 The student will describe the cultural characteristics of different people who live in Africa.**

- a. Describe the religions, customs, and traditions of the Arab, Ashanti, Bedouin, Khoikhoi and the San, Ibo, and Swahili ethnic groups.
- b. Evaluate how the literacy rate of countries such as Sudan, South Africa, and Egypt has affected their development.
- c. Trace the spread of the Bantu peoples and explain the impact this had on Africa.
- d. Explain the major literary (including literature Noble laureates Wole Soyinka, Nigeria; Naguib Mafuz, Egypt; Nadin Gordimer, South Africa), artistic, and music forms of people in the region.

**Government/Civic Understandings**

**SS7CG1 The student will demonstrate an understanding of the modern governments of Africa.**

- a. Describe the structure of the national governments in the modern African nations of Morocco, Kenya, Libya, and South Africa; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the problem and impact of civil war and conflict in Africa.

**Economic Understandings**

**SS7E1 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in South Africa, Egypt, Nigeria, and Morocco.**

**SS7E2 The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.**

- a. Analyze the development of voluntary trade; include trans-Saharan trade and Middle East and Asian trade routes.
- b. Explain how trade barriers (include the Sahara and the tropical rain forest) have affected development of trade within Africa.
- c. Describe how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from nations such as Egypt, South Africa, Nigeria, and Chad.
- d. Explain the function and purpose of the South African Development Community (SADC) and the Economic Community of West African States (ECOWAS).

**SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.**

- a. Describe the importance of investment in human capital; include the health, education, and training of people.
- b. Describe how factors such as political stability, education, and health issues inhibit or enhance investment in capital goods, including factories, machinery, and new technology.
- c. Describe how natural resources, including land, air, water, minerals, time, and other gifts of nature have affected economic development.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources.

**SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

**SOUTHWEST ASIA (Middle East)**

**Historical Understandings**

**SS7H4 The student will describe the development of the three major religions that originated in the Middle East.**

- a. Explain the origins of Judaism as seen in the Hebrew peoples.
- b. Explain the origins and spread of Christianity to 312 CE.
- c. Explain the origins and spread of Islam to 1258 CE; include the religious, cultural, and military factors.
- d. Explain the origins of the division between Sunni and Shia Muslims.

**SS7H5 The student will describe the importance of the Ottoman Empire to Southwestern Asia.**

- a. Describe the origins of the Ottoman empire.
- b. Describe the geographic expansion of the Ottoman empire.
- c. Explain the impact of the Ottoman Empire with regard to trade and religion on the region.
- d. Discuss the importance of the break up of the Ottoman Empire after World War I.

**SS7H6 The student will describe major developments in the Middle East during the 20th century.**

- a. Explain the historical reasons for the establishment of the modern state of Israel in 1948; include anti-Semitism in Europe, Zionism, and the Holocaust.
- b. Describe the continuing conflicts between Israel and the Arab world.
- c. Explain the economic impact of oil on the region.
- d. Explain U.S. involvement and interest in North Africa/Southwest Asia; include the Persian Gulf War, invasion of Afghanistan, and Operation Iraqi Freedom.

**Geographic Understandings**

**SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).**

- a. Describe and locate major physical features of the Middle East; include Jordan River, Tigris River, Euphrates River, Golan Heights, West Bank, Gaza Strip, Suez Canal, Strait of Hormuz, Persian Gulf, Black Sea, Caspian Sea, Red Sea, and Arabian Sea.
- b. Describe and locate the following nations in the Middle East: Israel, Jordan, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Kuwait, and Afghanistan.

**SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia's environment.**

- a. Describe the environmental issues facing the countries of the Middle East; include industrial pollution, water rights, and extraction of natural resources.
- b. Explain the problems associated with developing governmental policies in the Middle East concerning environmental issues such as water rights and extraction of natural resources such as oil.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.**

- a. Describe the impact of location on trade, agriculture, and industry of Middle Eastern countries such as Israel, Jordan, Iran, and Saudi Arabia.
- b. Describe the impact climatic conditions have on the Middle East and how that has affected the development of agriculture and increased the importance of water in the Middle East.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Saudi Arabia, Israel, Jordan, Iraq, Iran, and Kuwait.
- d. Describe how the geography of the Middle East has affected the population in terms of where people live, the type of work they do, and transportation.

**SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.**

- a. Describe the major Middle Eastern ethnic groups such as Arab, Jewish, Berber, Druze, Bedouin, Kurd, Turk, Persian, and Armenian; include where they live, their religions, customs, and traditions.
- b. Evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia.
- c. Explain the major literary, artistic, and music forms of Israel and Saudi Arabia.

**Government/Civic Understandings**

**SS7CG2 The student will describe the different political structures of the Middle East.**

- a. Explain the basic structure of the national governments in Turkey, Jordan, Iran, Saudi Arabia, and Israel; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the role of religion in governance in the Middle East.

**Economic Understandings**

**SS7E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey.**

**SS7E6 The student will give examples of how voluntary trade benefits buyers and sellers across time.**

- a. Analyze the importance of trade to Middle Eastern nations with regard to the exporting of oil and other natural resources and the importing of industrial and agricultural commodities.
- b. Define types of trade barriers that exist in the Middle East; include physical barriers, such as limited rivers and deserts, and political issues that produce trade barriers.
- c. Illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from Israel, Saudi Arabia, and Jordan.
- d. Explain the significance of the Organization of Petroleum Exporting Countries (OPEC).

**SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.**

- a. Describe investment in human capital; include the health, education, and training of people.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources.

## **SOUTHERN and EASTERN ASIA**

### **Historical Understandings**

**SS7H7 The student will explain the growth and development of Southern and Eastern Asia.**

- a. Trace the origins and spread of Hinduism and Buddhism.
- b. Explain the importance of the Silk Road in the movement of goods and ideas to other parts of the world.
- c. Describe contributions of China; include the development of paper, tea, and gunpowder; and describe the contributions of India; include the use of cotton clothing, Arabic numeral system, and the game of chess.

**SS7H8 The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.**

- a. Explain why in the 15th century China ceased to trade with other parts of the world.
- b. Describe the reaction of China to efforts by European nations to force relations with China; include limited areas of trade and the leasing of Hong Kong to Great Britain.

**SS7H9 The student will describe the major developments in eastern Asia during the 20th century.**

- a. Describe the condition of Japan, China, and Korea after World War II.
- b. Explain the rise of Mao Zedong to power; include the long march, the establishment of communism, the Great Leap Forward, and the Cultural Revolution.
- c. Describe the collapse of colonialism in Asia; include India and Indo-China.
- d. Describe the Korean War; include the reasons for the existence of a North and South Korea.
- e. Describe the Vietnam War; include the causes, results, and the reunification of Vietnam.
- f. Explain the rebuilding of Japan after World War II.

**Geographic Understandings**

**SS7G9 The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.**

- a. Describe and locate major physical features in Southern and Eastern Asia; include Himalayan Mountains, Mekong River, Ganges River, Indus River, Brahmaputra River, Huang He (Yellow River), Yangtze (Chang Jiang) River, Gobi Desert, Indian Ocean, Bay of Bengal, Korean Peninsula, Bering Strait, Yellow Sea, Sea of Japan, South China Sea, and Honshu.
- b. Describe and locate the following nations in Southern and Eastern Asia: India, Bangladesh, Pakistan, Vietnam, Myanmar, Sri Lanka, Thailand, Indonesia, Malaysia, Philippines, Japan, China, North and South Korea, Russia, and Georgia.

**SS7G10 The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.**

- a. Describe environmental problems nations such as India, Indonesia, and Pakistan in Southern Asia are facing (e.g., pollution of the Ganges River, air pollution, such as the Asia Brown Cloud, and overpopulation).
- b. Explain the problems nations in Southern Asia such as India, Pakistan, and Indonesia have in developing policies concerning environmental issues such as pollution of rivers, industrial pollution, and the extraction of natural resources, including the destruction of the rain forest.
- c. Describe the environmental problems, such as overpopulation, industrial pollution, and flooding, facing countries in Eastern Asia; include China, Japan, and South Korea.
- d. Explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as overpopulation, industrial pollution, and flooding.

**SS7G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.**

- a. Describe the impact of location on trade, agriculture, and industry on India, Pakistan, Indonesia, China, and Japan.
- b. Describe the impact climatic conditions have on population distribution, agriculture, and industrial development in Southern and Eastern Asia.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Bangladesh, India, China, and Japan.
- d. Describe how the geography of Southern and Eastern Asia has affected the population in terms of where people live, the type of work they do, and transportation.

**SS7G12 The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

- a. Describe the predominant religious practices, customs, and traditions of the people of India, Indonesia, China, and Japan.
- b. Evaluate the effect of the literacy rate on the development of countries such as India, Indonesia, China, and Japan.
- c. Explain the major literary, artistic, and music forms of India, China, and Japan.

**Government/Civic Understandings**

**SS7CG3 The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.**

**Economic Understandings**

**SS7E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in India, China, and Japan.**

**SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.**

- a. Analyze how India has benefited from increased trade with other countries since 1991.
- b. Analyze the impact of trade on modern Japan.
- c. Explain the importance of the Pacific Rim in trade and economic development.
- d. Describe why Southern and Eastern Asia are becoming a significant factor in international trade.
- e. Define types of trade barriers that exist in Southern and Eastern Asia, especially for countries such as India and Indonesia, and how those barriers are being overcome.
- f. Illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from India, China, and Japan.

**SS7E10 The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.**

- a. Describe investment in human capital; include the health, education, and training of people, and the impact of poverty on economic development.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources

## Reading Across the Curriculum

### Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context. Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### **SS7RC1 Students will enhance reading in all curriculum areas by:**

- e. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- f. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- g. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- h. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words

# Grade Eight

## GEORGIA STUDIES

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

### Historical Understandings

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

- a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
- b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

**SS8H3 The student will analyze the role of Georgia in the American Revolution.**

- a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
- b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

**SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.**

- a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.
- b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

**SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.**

- a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
- b. State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

**SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.**

- a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.
- b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
- d. Give reasons for World War I and describe Georgia's contributions.

**SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.**

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

**SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.**

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss the ties to Georgia that President Roosevelt had and his impact on the state.

**SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.**

- a. Analyze the impact of the transformation of agriculture on Georgia's growth.
- b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- c. Discuss the impact of Ellis Arnall.

**SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.**

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

**SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.**

- a. Evaluate the consequences of the end of the county unit system and reapportionment.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Analyze the impact of the rise of the two-party system in Georgia.
- d. Evaluate the effect of the 1996 Olympic Games on Georgia.
- e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

**Geographic Understandings**

**SS8G1 The student will describe Georgia with regard to physical features and location.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Evaluate the impact of climate on Georgia's development.

**SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.**

- a. Explain how the three transportation systems interact to provide domestic and international goods to the people of Georgia.
- b. Explain how the three transportation systems interact to provide producers and service providers in Georgia with national and international markets.
- c. Explain how the three transportation systems provide jobs for Georgians.

**Government/Civic Understandings**

**SS8CG1 The student will describe the role of citizens under Georgia's constitution.**

- a. Explain the basic structure of the Georgia state constitution.
- b. Explain the concepts of separation of powers and checks and balances.
- c. Describe the rights and responsibilities of citizens.
- d. Explain voting requirements and elections in Georgia.
- e. Explain the role of political parties in government.

**S8CG2 The student will analyze the role of the legislative branch in Georgia state government.**

- a. Explain the qualifications, term, election, and duties of members of the General Assembly.
- b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- c. Trace the steps in the legislative process for a bill to become a law in Georgia.

**SS8CG3 The student will analyze the role of the executive branch in Georgia state government.**

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs.

**SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.**

- a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
- b. Explain the difference between criminal law and civil law.
- c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
- d. Describe ways to avoid trouble and settle disputes peacefully.

**SS8CG5 The student will analyze the role of local governments in the state of Georgia.**

- a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
- b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
- c. Describe the functions of special-purpose governments.

**SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.**

- a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each
- b. Describe the rights of juveniles when taken into custody.
- c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process
- d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences

**Economic Understandings**

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**SS8E2 The student will explain the benefits of free trade.**

- a. Describe how Georgians have engaged in trade in different historical time periods.
- b. Explain Georgia's role in world trade today.

**SS8E3 The student will evaluate the influence of Georgia’s economic growth and development.**

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

**SS8E4 The student will identify revenue sources and services provided by state and local governments.**

- a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
- b. Explain the distribution of state revenue to provide services.
- c. Evaluate how choices are made given the limited revenues of state and local governments.

**SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.**

## Reading Across the Curriculum

### Reading Standard Comment

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### **SS8RC1 Students will enhance reading in all curriculum areas by:**

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  - Read technical texts related to various subject areas.
- j. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- k. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- l. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words

## Social Studies Skills Matrices

### MAP AND GLOBE SKILLS

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

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

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

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

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

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

**INFORMATION PROCESSING SKILLS**

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

I: indicates when a skill is introduced in the standards and elements as part of the content  
 D: indicates grade levels where the teacher must develop that skill using the appropriate content

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

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

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